

The Trinity Tripod

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Trinity College, Hartford

Tuesday, October 12, 1971

Muir Doubts Feasibility Of Trimester Program

By Eugene Pogany

The trimester program proposed by the Summer Planning Committee received limited support from faculty and administrators interviewed by the Tripod this week.

The report recommends that if the

News From The Outside

International

Henry Kissinger, presidential advisor on national security, will go to China later this month to make "concrete arrangements" for President Nixon's visit to Peking. Mr. Kissinger stated that the recent unexplained events in China had not changed Mr. Nixon's plans.

National

President Nixon announced Thursday that two boards under the supervision of the Cost of Living Council would administer the second phase of his new economic policy. This phase will consist of a period of close Government supervision of the economy to limit inflation by controlling wages, prices, rents, and "windfall" profits. The two boards will rely heavily on voluntary compliance but will also have recourse to legal penalties.

Although originally supporting Nixon's new program, organized labor withdrew its support the day after Nixon announced the plans, stated that it had been misled by the Administration.

President Nixon, Wednesday, ordered the Justice Department to seek an injunction based on the Taft-Hartley Act, halting the dock strike on the West Coast and in Chicago. The strike had been in effect for 98 days.

The Soviet Union Friday ordered the expulsion from Russia of four British diplomats and three businessmen. The action was in retaliation for British expulsion of 105 Soviet representatives two weeks ago.

Local

The Etherington commission called for a major overhauling of state government Monday that included \$153 million in savings as well as 2800 job reductions. The study was ordered by Governor Meskill soon after taking office this year.

Less than 20% of the estimated 153,000 newly enfranchised 18-21 year old voters in Connecticut have registered according to State Secretary Gloria Schaffer.

Draft Sets 125 Induction Limit

The Selective Service System announced last week that students with priority numbers above 125 will not be drafted into the military this year. This applies to all students who were born in 1951 or before who received lottery numbers in 1969 or 1970 and who are classified 1-A this year.

Curtis Tarr, Director of the Draft, said that all students classified 1-A who are subject to the draft lottery this year will receive an induction notice in the near future.

According to Tarr, the 125 cut-off will apply to all local boards in the country. Under the new draft law adopted in September, all men with the same lottery numbers will be drafted at the same time regardless of their local board.

Tarr also said that he has directed local and appeal boards to defer all actions on classifications, personal appearances, and appeals until new regulations containing the 1971 draft reform provisions are put into effect.

Students can obtain further information about their draft status from the Trinity Draft Counselors, in the Chapel undercroft. Thursdays from 4-5 P.M.

Tutorial College Program is successful during the regular academic year, a third semester would be developed by conducting it during the summer. The Tutorial College would be a separate part of the College in which students would pursue in-depth studies with individual faculty members during a semester instead of taking four or five courses.

According to the Summer Planning Committee Report, up to one thousand students and eighty faculty members might participate in the Summer Tutorial College. This would increase the size of the student body without increasing the number of students on campus at any one time. According to the report, the establishment of a trimester program would allow students to attend the College for any two of the three semesters each year.

W. Howie Muir, Director of Admissions, said he doubted if the summer program would attract the desired numbers of students within the two or three years predicted by the report. He said that students might not take full advantage of the program because of upperclassmen's difficulty adjusting to the new tutorial program and because freshman usually do not use programs outside the traditional academic structure. It would be several years before enough interest developed in the tutorial college program conducted during the regular year so that the program could be implemented in the summer, Muir said.

John Gettler, acting Chairman of the Religion Department, said he doubted the feasibility of a summer program because of students' need for summer employment and their use of the summer for vacations. Paula Robbins, Director of the Career Counseling Office, stated that employment needs for students could conceivably be met at other seasons of the year through professional internships and other jobs usually not available in the summer.



W. Howie Muir

W. Howie Muir, director of Admissions, believes that the College will have difficulty attracting a sufficient number of students to a proposed summer Tutorial College Program. The Summer Planning Task Force recommended in its final report that the proposed Tutorial College be conducted during a third summer semester with up to 1,000 students.

3rd Campus Robbery; Four Thieves Take \$50

Three students were held up and robbed of \$50 in their High Rise dormitory room Saturday night in the third campus robbery in two weeks.

According to the Hartford Police report, four Blacks "in their teens" entered the room late Saturday night and asked for some marijuana. When the students said they had none, they were tied at gunpoint and their cash taken.

After a few minutes the students untied themselves and called the police. According to a police detective, the students were shown about 200 mug shots of known robbers but were unable to make a positive identification.

It is "very possible", the detective said, that the robbers Saturday night were the same men who committed previous thefts at the campus.

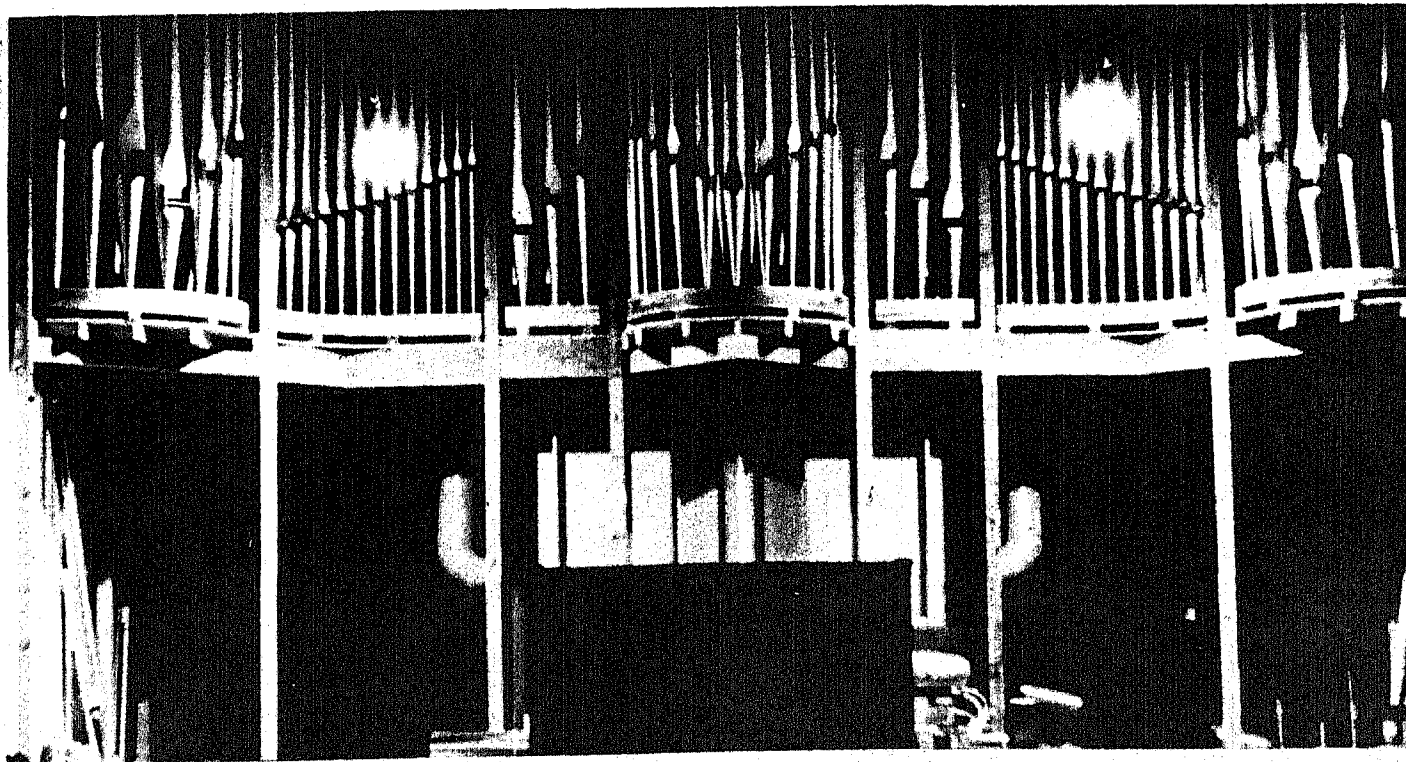
On September 21, a freshman living in Jones Hall was robbed of \$135. The student was bound with towels by three "college-age" men, who have not yet been apprehended.

One week later two men, armed with a handgun, robbed two students in Allen East of \$100. The students were bound and one student claims that the robbers struck him a glancing blow on the head. These thieves have also not been apprehended.

In Tripod interview Sunday J. Ronald Spencer, Dean of Students, said that there is serious consideration being given to installing viewing holes in all students' rooms. In the meantime, he said, all students are urged to find out who their callers are before opening their doors.

Wanted

The TRIPOD is looking for an advertising manager. Earn 10% on all ads carried by the Tripod. Contact Richard Klibaner or Jay Mandt, 246-1829 or Box 1310.



(Hackett Photo)

Musical Addition

A 4,651 pipe organ is under construction in the College Chapel. The two-month process of voicing the organ has begun and, when completed, Clarence Watters, organist emeritus, will herald the inaugural concert. See story page 6.

The Arts & Criticism

Vivaldi's Joy

by Jay Mandt

The Trinity Concert Choir gave a beautiful performance of Vivaldi's "Gloria" at Vespers services Sunday. The outstanding highlight of the performance was a virtuoso dual-soprano solo by Joan Malatesta and Jane Harlan. Also noteworthy was the tenor solo by Forrest Munger, and the alto solos by Olivia Henry, Andrea McCrady, Kathleen McKay, Lore Paliocha, Elizabeth Ross, and Jan Steck.

The entire Vespers service was designed to bring out the heart of Vivaldi's sense of glory. The opening Psalm 148 rang with the praises of the Lord, sung with a straightforward joyousness from every corner of creation. The theme for the entire program was set: joy is simple thing, and we are joyous because of God.

Vivaldi's music admirably carried this theme into the center of attention. His lighthearted instrumental preludes, stood in sharp contrast to the feeling of depth in the vocal sections. This in turn made us aware of the contrast between the fundamental importance of joy in human nature, portrayed by the vocals, and the less profound joy of non-human creation, portrayed by the instrumentals.

The "Gloria" draws together in succinct form the meaning of music and the meaning of religion, understood as celebration. Few in the audience were not moved to take either the religion more seriously because of the music, or the music more seriously because of the religion. It was instructive that many of the members of the Choir betrayed their own deep-seated sense of well-being as they sang, smiling broadly with their own, and the audience's, and Vivaldi's contentment.

The "Gloria" is thus an unusual piece, since its sense of the nature of things is so alien to our own. For Vivaldi, God was in his Heavens, all the creatures gave praise, and man shared essentially in the harmonies of existence.

Cellulose

Reflections

by Chris Schring

I am a firm believer in the theory that the cinema reflects society. In looking back over the last fifty years (especially since 1945), one can find the ideas, morals, humor, etc. of the time reflected in films. PUTNEY SWOPE and GIMME SHELTER are two excellent examples of this theory. These films cannot be labeled either good or bad; they are neither. Instead, I regard them as interesting works of cinema which serve as thought-provoking statements upon the society of today.

PUTNEY SWOPE centers around the complete reversal of roles in a large Madison Ave. advertising agency. In a fluke election, the token black of the firm is elected Chairman of the Board. He replaces the white members with blacks and hopes to create a company that believes in what it advertises. Unfortunately, greed for money soon corrupts everyone and the black chairman leaves them to their own fate.

The film starts off well with some very funny scenes involving the "Truth and Soul" commercials produced by this company, but after a while, SWOPE drags down. I kept wondering throughout the film whether or not this was supposed to be taken as a satiric comedy, or as a social commentary, or as both. The movie digressed too much and lost

some of its punch. But PUTNEY SWOPE, though not entirely successful, was still a fairly interesting film.

GIMME SHELTER is the concluding chapter in the genre of MONTEREY POP-WOODSTOCK films that have been professing the gentle, life-loving ways of the "Woodstock Nation". The love, happiness, and peace that was so abundant in WOODSTOCK has been replaced by hatred, violence, and death in GIMME SHELTER. SHELTER focuses upon a free concert given by the Rolling Stones at the Altamont Speedway in California for more than 300,000 people. Unfortunately, it was not another Woodstock.

The mood of SHELTER was not one of gaiety and optimism. Instead, one could feel the tenseness and nerve-grinding apprehension as the film progressed: people suffering from "bad trips" were told "Tough shit", fights were common, and four people died. But it was the death of one man - on film - that gives SHELTER an infamous niche in the cinema. The film gradually built up to this death. When the cameras unknowingly first pick up the victim as he moves through the crowd, a foreshadowing guitar chord is struck (though this was probably inserted after the film was

assembled). The victim (a black man) is repeatedly stabbed in the back by a member of the Hells Angels (who were hired by the Stones to protect them from the crowd - with the promise that they could have all the beer they could drink during the show). Upon replay of the death scene, we see that the victim had pulled a gun (which the Angels later claimed he had been shooting at the stage).

But whether or not the victim or the Angels were at fault is not really the point. What is shocking about this scene and the film in general is that violence has become (or perhaps has always been) such a part of our society that SHELTER's death scene is only a logical extension of this violence into our art forms. It seems obvious that seeing an actor shot, decapitated, or burned to death on the screen (complete with gallons of artificial blood) is a lot different than seeing a man actually murdered, but I heard far more gasps of horror during the showing of The Wild Bunch than during the death scene in GIMME SHELTER. Perhaps we have come to that frightening point where we the viewers (and people in general) no longer can tell - or even care - what the difference is.

Cheap Tickets for Students Available for NY Theater

The Theatre Development Fund, the nonprofit organization which seeks to encourage and support the production of worthwhile theatre, will inaugurate its fourth season with grants totalling \$35,000 to two upcoming productions.

The Fund will underwrite the sale of \$30,000 worth of tickets to Harold Pinter's OLD TIMES and \$5,000 worth of tickets to the Company Theatre of Los Angeles' production of JAMES JOYCE MEMORIAL LIQUID THEATRE.

The Pinter play, which was originally produced in London by the Royal Shakespeare Company, is the author's first full length work since THE HOMECOMING. The play deals with the difficulty of recapturing memory and the evanescent substance of reality. The production is scheduled to open at the Billy Rose Theatre on November 16.

The Company Theatre is being brought to the Guggenheim Museum for a limited engagement beginning October 11. The group has been praised by critics and audiences alike for extending the boundaries of theatre and exploring new relationships between actor and audience.

There is no starting time for performances in the usual sense; instead, small groups are admitted to the theatre at regular intervals and exposed to a number of sensory and tactile experiences in preparation for the performance which follows.

The Theatre Development Fund has allocated a total of \$650,000 for financial assistance to productions on and off Broadway. This amount will enable the Fund to purchase 250,000 tickets to a wide variety of theatrical events. All tickets purchased by TDF are made available to union members, students, members of community and youth groups and others for whom the usual box office prices might be prohibitive.

TDF has received support in the form of a grant of \$50,000 from the National Endowment for the Arts in Washington, D.C., a Federal agency. In addition, the New York State Council on the Arts has made a grant of \$35,000 for the 1971-72 season. The Fund expects to raise a total of \$250,000 in grants and contributions during the coming season.

Since the Fund was organized in 1967, more than 223,000 tickets have been distributed. The total amount expended by the Fund for tickets during its first three seasons amounted to \$663,000. The Fund distributed more tickets during the first six months of 1971 than in the preceding two and a half years of its existence. Much of TDF's growth during the past season is attributed to expansion of the Fund's ticket distribution program among young people and union members.

Students who wish to take advantage of TDF's low cost tickets should write for an application form to Theatre Development Fund, 1564 Broadway, New York, New York 10036.

THE NEW ENGLAND THEATRE CONFERENCE Announces the Fifth Annual JOHN GASSNER MEMORIAL PLAYWRITING AWARD

This N.E.T.C. Memorial Award in playwriting will be administered and awarded on the basis of a panel of judges named by the executive board.

Three cash awards will be made: first prize - \$100.00; second prize - \$50.00; and third prize - \$25.00.

Staged readings of the prize-winning plays will be presented by leading community and educational theatre groups at N.E.T.C. new scripts showcase.

RULES

1. The competition is open to all playwrights in the United States.
2. The play must be unpublished, unproduced, and a play in one act with a playing time of no less than twenty and no more than forty minutes.
3. Three typewritten, firmly bound copies of each play must be submitted.
4. More than one play may be submitted by each eligible playwright.
5. A one-paragraph plot synopsis and a cast list must be included.
6. A self-addressed, stamped envelope must accompany each entry if return is requested. Please do not send loose cash, stamps or labels.
7. Deadline for submission is June 15, 1972. Winners will be announced at the N.E.T.C. Convention in October 1972. Plays will be returned after the winners are announced.

MAIL MANUSCRIPTS TO:
William J. Lacey, Chairman
N.E.T.C. New Scripts Committee
Boston University
Division of Theatre Arts, S.F.A.A.
855 Commonwealth Avenue
Boston, Massachusetts 02215



Gloria

(Nativig Photo)

The Trinity College Concert Choir presented its first concert, Vivaldi's Gloria, at last Sunday's vespers in the College Chapel.

**"It's A Nice Place to Visit . . .
But I Wouldn't Want to Live There."**

7:30 Tuesday - WRTC 89.3 FM

Part 1 of a 14-week series
on urban problems.

WRTC non-commercial educational radio

Outer Space Band Flies To New Musical Heights

by Matthew Moloshok

As all those who saw them two weeks ago know, The Outerspace Band is one of the College's best. Upperclassmen will, of course, recall The Outerspace Blues Band of last year. The Band has matured considerably, however, over the past year and a half and has reached a very high level indeed.

This may be due to the group's well cultivated togetherness. Ever since seniors "Wailing" Dave" Robinson, John "Klon-dike" Koehler, and John "Chubby" Moses formed a group called Gasoline in their freshmen year, the three have played together. Outerspace's drummer, Kirk "Chief" Kubicek '72 has played with the group for three years.

What helped to gel the group, however, was the addition in September of 1970 of Fred Osborn '71 as rhythm guitarist and vocalist.

Koehler, the bass player, commented: "We started really getting off on that combination of people. Every time we played it would be more and more amazing. I think it was primarily due to Fred Osborn. He's incredibly talented."

Robinson, who plays rhythm guitar and is a vocalist, said Osborn provided the cohesion the group needed. "As soon as he came in, things started happening. We couldn't figure out why it was working out so well."

The sixth man in the group, Boo Pearson, handles miscellaneous percussion. Koehler said that Pearson joined the group last year when, in the middle of an Outerspace performance, he jumped onstage with his tambourine. He has remained with the group ever since.

The six-man band had an ideal opportunity to coalesce this summer. They had 37 engagements in June, July, and August. They spent two weeks playing at differend bars in Nantucket, Massachusetts, held a week of rehearsals at Adam's Ranch in Kent, Connecticut, and played six nights at Chez Paris in Waterville, Maine.

After Waterville, the group started three weeks of work in the Red Cottage Inn of Bar Harbor, Maine. Playing six nights a week, the group increased its repertoire to some 85 songs, including four original numbers - three by Robinson and one by Osborn. After playing for three weeks at the Red Cottage, the group went to Boston to play at their manager's sister's wedding, then vacationed until school began.

In September the group played at an all-college mixer at Vassar, which Koehler described as "the most consummate engagement we'd ever played. There were about six hundred people inside and four hundred outside. The audience was about the most emotionally responsive and appreciative we've ever had."

Following the Vassar performance, Osborn embarked on a trip to Africa - according to Koehler, "to check out the cultural roots of all civilization."

The group continues to play, however, with Moses, Kubicek, Koehler, Robinson, and Pearson. They took an offer from the Northam Fine Arts Society to play for a dance on the South Campus Quad. Robinson said NFAS was doing "a really good thing and filling gap."

He said Outerspace preferred doing dances to concerts because in dances the audience participates more and has a greater interaction with the band than in a concert.

"If people want to be moved that's good," Robinson said. "We really die sometimes if people aren't responding. We're interested in evoking a healthy energy. And when you go to a big, good event, there's something basically exciting about so many people being together. You can really get off on that."

Outerspace began with the formation in the fall of 1968 of Gasoline. Joining Robinson on harmonica, Koehler on bass, and Moses on guitar, were Compton Maddux, vocals, Andy Mitchel, drums, and Aram Telallian, '70, organ. The group, according to Koehler, did primarily heavy, Chicago-style blues and Jimi Hendrix songs.

In the '69-'70 year, Gasoline underwent many changes. Mitchell left and was replaced by Kubicek. Van Alford joined on piano and Dan Reilert on rhythm guitar. In addition, Maddux played flute and Robinson played clarinet. This gave them an opportunity to do more improvisation, an important aspect of Outerspace today.

As Koehler commented, however, "Gasoline burst into flames and disintegrated in May of 1970." He attributed this to there being "too many of us, all leading the group in different directions." At the same time, Reilert, Telallian, and Alford all graduated.

Finally, in the fall of 1970, The Outerspace Blues Band was formed. The group changed its name this summer to The Outerspace Band because they were no longer doing blues predominantly.

Koehler said Outerspace is now concentrating on original material "under the direction of song-writer, lead-singer Dave Robinson."

Robinson commented that "Doing your own songs is very strange. By the time you know it well enough so that you know where every part is coming from and you can teach it to the group and offer it to an audience, it loses some of its freshness."

Outerspace, of course, misses Osborn. Both Koehler and Robinson said that if Osborn still wants to play when he gets back there will be a place for him. In the meantime, the group continues without him.

After nearly four years of playing together, the group is quite serious. "We've decided it's going to last as long as possible. As long as the magic is still there, we'll keep playing," Koehler stated.

Outerspace would like to do a record, he said. They have about sixty hours of material on tape, recorded during their tour this summer. According to Koehler, they hope to edit this down for a demonstration record.



Walter Kerr

Walter Kerr, New York Times drama critic, will be interviewed by Doug Cooper Thursday night at 7 p.m. on WRTC FM (89.3).

The Experimental Programs Committee will sponsor a film festival featuring three films of outstanding quality which will be shown on Monday, Tuesday, and Wednesday evenings of Open Week (Oct. 25-27). Following each showing, there will be a coffee hour and discussion of the film in the Wean Lounge. Each discussion will begin with brief remarks from a panel of four, which will be followed by open discussion. The program goes as follows:

MONDAY:

"The Red Desert" by Antonioni.

Panel: Dori Katz, Hugh Ogden, James Hanley, Bob Carlson.

TUESDAY:

"The Gospel According to St. Matthew" by Pasolini.

Panel: J. Ronald Spencer, Frank Kirkpatrick, Jay Mandt, Jed Schlosberg.

WEDNESDAY:

"The Seventh Seal", by Ingmar Bergmann

Panel: Paul Smith, Steven Minot, Steve Gyllenhaal, and President Lockwood.

All shows will begin at 7:30 p.m. in the Cinestudio.

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The Austin Arts Center will close on Fridays at 7:00 P.M. The Center will be open Saturdays from 1:00 to 5:00 P.M.

Students are reminded that activities in the building, after hours, must be supervised by a member of the Center Faculty, Staff, or a bonafide student assistant. Your cooperation is appreciated.

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Letter to the Editor

'Disneyland'

To the Editor:

The prevalent Trinity College lifestyle, which is symptomatic of a much wider phenomenon, is a manifestation of what has been quite accurately referred to as the "academic Disneyland" or nursery school ideal where there is an absence of thought, focus, goals, work and reality save the whim of the moment. The brotherhood of the herd has been established as a desirable achievement and this is combined with paradoxical and ludicrous pretensions at expressing individuality. The bleating of the sheep produces a garbled and inarticulate extolling of emotions above reason, of a vague spirituality above matter, of an underfined "nature" above technology and science. The quest for love, anyone's love, and any kind of love, is a search for someone to take care of them. The rides offered at this Professors' Palisades Park are innumerable, and the price for a life-time of free passes is simply your reason and morality.

The extensive use of drugs reinforces the validity of these observations, for those who have discovered the meaningful paths of existence have no driving need to escape from awareness, to destroy their consciousness, and to paralyze their mutilated minds. Drugs are not an escape from overbearing political and economic problems, for times have been far more tragic; they are not an escape from an oppressive society, for other societies have been and are far more oppressive, but they are an escape from oneself. Anything rather than having to face that ever-present enemy of mindlessness: reality. Sweep away the Madison Avenue verbiage - the euphemisms such as "new morality," "idealistic," "new life style," "Age of Aquarius" - and what you have is an orgy of individual self-destruction being held in the name of a morally and rationally bankrupt collectivism. To lose oneself in a "greater whole" is the expression of the desire to entertain the illusion of unmerited personal significance.

It is the weak without power over themselves, without self-discipline who detest the constraints of style and order. Such people are always out to interpret themselves and their environment as free nature - total disorder. However, there is one thing which is necessary in life: that a person make peace with himself when faced with silence. As has been said before, whoever is dissatisfied with himself is always ready to revenge himself; we others will be his victims.

The philosophical foundations of enlightened education have been decimated and nearly obliterated by this senseless onslaught of the new barbarian hordes, who are infected with a meaningless and cancerous conformism. Their vapid pronouncements and utterances are passed

off as profound analyses and creative innovations. The permeating stench of this putrefying, pseudo-intellectual vomit attests to the demise of individualism, reason, morality and goals. Let us remember always that knowledge and wisdom in themselves have no value. We must first be in possession of the goals from which these qualities derive their essential value or lack thereof. Thus we either reassert the validity of reasoned morality as lying at the base of education or we must resign ourselves to a rapid decay into oblivion.

Gertrude M. Harhay '73

Notices

Seminar

The first Community Seminar Series lecture will be delivered Thursday, October 14 at 4:15 p.m. in the Wean Lounge. Professor Drew A. Hyland will lecture on "The Origins of Philosophy". Coffee and discussion will follow the lecture.

G O P

There will be a meeting of the Young Republican Organization on Thursday evening, 7:30 p.m. in the Alumni Lounge. The agenda will include discussion of Trinity participation in the coming municipal elections.

Comp Lit

Dr. Gayatri Spivak, associate professor of comparative literature at the University of Iowa will speak on "Why Comparative Literature?" The lecture will be held, Wednesday, October 13, at 8 p.m. in Wean Lounge.

Gay Lib

Gay Liberation will meet Thursday at 8 p.m. in the Chapel Undercroft. ALL WELCOME!!

Pottery

Anyone interested in establishing an extra-curricular pottery studio on campus please contact Rick Corton, 278-4386, Box 51, Wheaton 113.

Buyers

Buyers' Action Center, the consumer group initiated by Ralph Nader's Connecticut Citizen Action Group, will discuss "Grass Roots Neighborhood Organizing." The discussion will be held on Tuesday, October 12, 7:30 p.m. in Wean Lounge.

Meditation

The "Sri Chinmoy Meditation Group meets every Wednesday, 9:30-10:30 p.m., room 132, in the Life Science.

If Dogs Run Free

A Protest For You

by Matthew Moloshok

Wednesday, October 13, has been set aside by certain peace groups as yet another National Moratorium -- a day to stop "business as usual" and bear witness against the war in Indochina. So far, no one has proposed that the College community participate in this endeavor. One remembers what happened last spring, during May's moratorium: a rather pathetic smattering of students attended a hastily constructed series of teach-ins.

This lack of interest and sense of failure is hardly a Trinity phenomenon. Nationally, students did not turn out en masse to announce their opposition to the war. The arrest of some 10,000 protestors practicing civil disobedience in the first week of May could not be considered as significant as the non-participation of that vast body of college youths who, supposedly, place the end of the war as their highest goal.

Ultimately, there have been far too many moratoria -- people feel, alas correctly, that nothing is going to shake the government, nothing is going to change its policies. If ever a movement has been able to mobilize mass action, it has been the peace movement. Yet the war continues. And now we are asked once again to participate in this moratorium.

It is incumbent upon us to participate. It is a matter of great importance to us as individuals, and as a community.

First, we should participate because the moratorium is there. We should participate because it is expected of us and any deviation from it will be seen as a disintegration of our opposition to this war, and to the leaders who foist this abomination upon us and to all those who have remained complacent after My Lai. Please be reminded that there is an election upcoming; that protests can be taken to register the strength of public opinion, if not the number, that peace candidates and the various managers of the different parties will be watching. Please be reminded that men like Nixon are elected claiming that Vietnam is a dead issue. He is right: Vietnam is a dead issue if we do not participate in this moratorium. It is a dead issue if we allow the politicians who manage this electoral system to conclude that they can play games with peace.

We should participate because if we do not we will not be doing anything. We will not be doing anything about the war, we will not be doing anything about ourselves. Look about you, see how well students can mobilize themselves for any action. If we do not keep in practice -- that's right, practice -- we will not be able to organize to affect anything; whether we mean the end of war, the end of

capitalism, or anything else. If your bag is revolution, it takes practice in methods of organizing and if your bag is reform, you must mobilize opinion. Furthermore, for those of us who do not believe in leadership or organization, we should do it to keep ourselves attuned to a sense of freedom from our everyday world. We should protest for the sake of protest so that we will always remember that we are free to protest.

We should participate so as to retain a sense of community and a sense of decency, two things which are conspicuously absent from college life -- from this college -- today. How much do we detest the image of the college student of the fifties: the apathetic prepie, the drunken fraternity freak, the spoiled rich kids? Yes, and how much self-hate must we have today, when we see students totally indifferent to pleas to protest prison conditions or racism or the war.

How concerned are we with why we are here, some of us still complacently holding our I-I-S deferments? It seems harder and harder for me to justify my presence here. In addition to skepticism about the quality of academic offerings, there is the indifference to the world outside.

If this seems like an apathy editorial in your high school newspaper, look again. We are obliged to certain things by our profession of being liberal arts scholars. Thus our non-action is not apathy, it is non-performance of duty. Furthermore, how many of us really want an end to the war? Last year, students attended teach-ins who were actually calling for bombing North Vietnam into submission and imprisoning all protestors against the war, regardless of whether they had violated any laws. They did not make these statements as a put on. They meant what they said.

Those of us who are committed to the peace movement, should not hem and haw about participating now. It is no longer a matter of success or failure. People are going to support the L.I. Calleys. It is a matter of our saying it again and again. In a sense this is arrogant -- yet, until others join us, it is necessary.

Now, this column cannot legislate to you. It cannot create something that is impossible -- a successful moratorium, one which will show us as a community united in concern. It does express the hope, however, that students will get off their asses and do some reflecting, some penance, and consideration of our various wars. Although this cannot be translated into anything immediate and tactile, it should go a little way towards putting the College and the nation on a more humane and livable road.

SOMEDAY-



THERE'LL BE
A WORLD
WITHOUT
AUTHORITY-



WITHOUT
BUREAUCRACY-



WITHOUT
RULES -



WHERE
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Four Perspectives on Tenure

Academic Freedom

by Rex C. Neaverson

There isn't much new, much less exciting about the connection between academic freedom and academic tenure in the U.S.A. But at the present time when colleges and universities are once again in disfavor with considerable sections of the public and at the same time experiencing serious financial problems and rather rapid change, a review of the reasoning is appropriate.

Colleges and universities in the U.S.A. were usually founded not by faculty members or by students, as they often were in Europe but, instead, by churches and later by legislatures. They were founded to train people for the ministry or to educate the sons of gentry. Hence the institution was founded first, and secondly a faculty hired to fill the positions. It was often the function to teach some body of established religious truth or dominant social values, to some extent of a political nature. Only in the nineteenth century did the notion gradually develop that faculty should conduct their researches wherever they might lead and present their conclusions for the consideration of their students regardless of other truths. In the main the notion was established that the position of faculty member was comparable to that of employee-employer relationship. This was subtly different from the best tradition in Europe and in the U.S.A. It was widely prevalent. The situation was both worse and more obvious in grade schools and high schools, the essential similarity being the lack of autonomy and often respect accorded the teacher at any level. The organizational form of American colleges reflects this history. Authority or legal ownership is commonly given to a lay board of trustees usually representative of established social forces. The boards tended to think of the status of a teacher as being like that of any other employee. They had and often still have life tenure, with no

provision for removal on grounds of incompetence, moral turpitude or for other cause, unlike tenured professors. Where colleges or universities were established by State law and trustees, usually called Regents, were appointed by legislature or by executive authority, or even elected, the possibility of political interference was greatly enhanced.

Given the nature of a university it was to be expected that pressures from outside would appear. At first there were pressures for religious conformity. Later faculty members were dismissed because of their views about economics or politics. State institutions which usually were more vulnerable to pressures had the most to fear. In recent years pressures to be rid of non-conforming faculty have greatly increased partly because of the spread of community colleges where older traditions often were not transferred. By 1915 the number and severity of infringement on academic freedom were of sufficient concern to faculty at the more prestigious and generally academically more secure institutions to cause some of them to create the American Association of University Professors.

Academic Freedom and Tenure was the name given to Committee A of the AAUP; in 1915 and today the most important and busiest of all the AAUP Committees. There is no doubt in the minds of most members of the association about the strong connection between academic freedom and tenure.

Briefly, academic freedom means about

what Professor Machlup says it means:

With regard to some occupations, it is evidently in the interest of society for men concerned to speak their minds without fear of retribution. . .

The occupational work of the vast majority of people is largely independent of their thought and speech. The Professor's work consists of his thought and speech.

The function of teaching at advanced institutions is to develop in students a critical judgment, responsibility and imagination, no matter where the argument proceeds. Academic freedom is at least as necessary to students as it is to faculty.

First without some system of tenure it would be all too easy for administration to succumb to outside pressures to be rid of some faculty member deemed undesirable. The substantial number of cases of improper dismissal of untenured professors currently under investigation by the AAUP is evidence of that.

Tenure should not be considered as a form of job security. Tenured people may be dismissed for proper cause of a definite procedure. Proper cause could be proven incompetency, extreme financial exigency, redundancy (for instance, if a department were discontinued and it were not possible effectively to transfer personnel to other areas) or what is quaintly called "moral turpitude." Further, intellectual dishonesty, in any significant form, could be

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adequate grounds for dismissal. The essential thing is that the decision about a colleague should be made by the guidance of definite procedures established by the AAUP and at least in rough conformity with them.

College and university teaching is a profession. Like law and medicine, it requires a long period of training, and a dedication that perhaps goes beyond that of many occupations. By dedication I mean merely that the satisfactions of teaching and research are a large part of the reward unlike most people who work for a living and live for something else. The work of an effective professor is not routine work unless it be said that the routine of teaching is learning. Generally a professor, as a teacher, should not give the same lecture or conduct the same class more than once a year and perhaps not that. Work that "depends upon the drives of enthusiasm and imagination," requires a suitable environment. There needs to be a sense of belonging to an institution, or being a part of it. The professor is urged to "get involved," and usually he wants to be intellectually involved and takes pleasure in that, often with serenity rather than excitement. But unlike medicine and law, a teacher in most fields needs to be attached to an institution. Without an institution he is effectively removed from a profession in a manner that has little counterpart in other professions. Furthermore, though at one time professors were paid directly by the students and presumably by results they now receive salaries. They are not likely to have an

independent practice and their compensation is apt to be very much less than their colleagues in other professions although this is less important than one might suppose.



Tenure should
not be considered
as job security.

The faculty believes and is asked to believe that it is central to the institution even to the point almost of being the institution. The faculty insists that at the very least it should have the chief voice in the determination of the curriculum and related matters. And it takes a sense of actually being a part of the institution to perform such tasks with the long view in mind, and a detachment from immediate pressures.

These are matters of interest to people outside the immediate college community. Our affairs are more and more meshed in the community. Colleges and universities are increasingly dependent on outside resources for their existence: public appropriations, private gifts, alumni solicitations, increases in tuition, tax exemptions for example. All increase the excitement, and the pressures from outside.

The position at Trinity is very favorable to academic freedom and we are very fortunate that this is so. There are many places where this is not so. The strong often have to protect the weak. It was Ivy League faculties for the most part, and their close relatives who founded the AAUP and established a firm tradition of academic freedom. That freedom is again being attacked. An important part of the defense, although by no means the whole, is tenure. To repeat - tenure should not be considered as job security. The security of tenure of judges is not commonly thought of in that way and much of the reasoning behind judicial tenure is applicable to faculty tenure. Modification of institutions there must be, but as to the principle, if the probationary period has been a thorough one and tenure granted after full and deliberate consideration, then flexibility should be no grave problem and the state of the market irrelevant.

The Wizard of Oz

by Steven Pearlstein

Imagine the sense of disappointment which overcame little Dorothy from Kansas as her dog Toto pulled back the wizard's curtain to reveal not a grand and magnificent creature worthy of all that paraphernalia of fright, but instead a little old professorial-type somehow inconsistent with the smoke, the shout, and the vestments of power. A Trinity student reading about tenure and academic freedom may experience the same denouement as Dorothy from Kansas. What, after all, does the talk of academic freedom and controversial ideas have to do with this campus? Since when does our Faculty espouse new theories, delve into the great depths of the scientific unknown, or publish

anything of significant consequence in the field. The real tragedy of the present tenure system, it seems to me, is that we have nothing substantial to protect. By offering job security we are guarding no accomplished wizard in the guise of our Faculty, no distinguished corporate being worthy of our academic paraphernalia. The institution is getting little in return for its investment-though, ultimately, the problem may lie more with the institution than the Faculty.

One problem with tenure - and few would argue that the present state of affairs is not problematic - is that those who are writing and talking about it seem to offer us little hope. One such tactic is for certain pedants to inform student critics that they fail to comprehend the complexities of the problem - hence inaction. More common is the "inviolability of academic freedom" argument, which draws its parallels to

tenure from the Bill of Rights. That approach, too, is used to close discussions, though, to my mind, that is where the debate really begins. For at that point the question rightly becomes, "How can we use the present tenure system to the best benefit of the college?"

Academic freedom is certainly worthy of protection in an absolute sense, and job security is one rather effective way of offering it. In a thriving institution, academic freedom is a pillar of quality scholarship. Nor are we living in that enlightened age in which threats to such freedom are but figments of the paranoid imagination. The recent general turmoils, including our own ugly Stone affair, point out afresh that we have not escaped academic prejudice. Students are as unenlightened and uninformed a group as any, including the trustees, who would certainly pose threats if we gave them a chance.

Mr. Pearlstein is precocious junior who does not hold tenure, and who does not intend to.

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Furthermore, to eliminate tenure now - and it is the present that we are interested in - would bring upon us new headaches. As Mr. Nye points out, we would have to compensate our instructors for the lack of job security, and the money for that is not evident on the horizon. Then, too, how silly it is to expect a Faculty which is 66% tenured to vote itself out of the catbird seat. The trustees could act unilaterally, but only at the expense of sticking us with the unionization of the professoriat. While a discussion of unionization must be saved for a later time, it is important to state here that dismissal of a union employee is no easier than a tenured-Faculty dismissal now, and is a reality which brings us, in good cyclic style, to where we began.

One rather interesting alternative to tenure presents itself in the form of rolling contracts. Under this schema, each Faculty member would receive a contract for a finite number of years - say seven - which would be renewed yearly, for another seven years or more. If the renewal were not forthcoming, the instructor would have the duration of his contract to win renewal or find another school. Academic freedom, continues the argument, will be insured because a college would not be able to tolerate the presence of a Faculty member for six years whose academic freedom has been violated, and who might use that period for long and public court cases.

But the problem with this approach, as a committee from the University of Utah has pointed out, is that it will spur on unionization, cause increased rivalry and backbiting in departments, and bring on a mass of administrative machinery to handle the yearly reviews. And it fails, too, to deal with a basic institutional reluctance to fire a fellow whose mobility has been limited after many years of service to the institution. Though my own summary of this plan is somewhat inadequate, the rolling contract advocates have yet to prove the inherency of the present problems in the system itself, or the comparative advantages of such rolling contracts over the status quo.

Inevitably a discussion of tenure turns to the subject of "deadwood" on the Faculty. Those instructors eligible for such status, for the most part, were hired at a time when the college was more interested in expansion than quality instruction at some future date. For us now, few alternatives are open. The college may, under the present rules, dismiss a tenured Faculty member for "adequate cause," but in fact the chances of pulling it off are slim when facing such an adverse set of court precedents as presently exist. Furthermore the idea of firing people strikes one as somewhat cold-blooded, a conclusion reached the Utah group:

Longevity of service is clearly not irrelevant in this connection; the revitalization of a declining though experienced and intellectually capable Faculty member who has devoted an extended part of his life to the (college), represents a far more humane approach than dismissal.

For the next ten years at least, the college's first imperative should be to improve its competitive position in the search for better students, better Faculty, and a greater piece of the dwindling pie of private funds. The three efforts are interrelated, and must be undertaken simultaneously if at all. Tenure should be used to enhance these efforts. In terms of our permanent Faculty, we should be striving to draw out the best from them rather than fondling notions of the ax, both because it is the only realistic thing we can do, and because the alternative will detract from our ability to recruit better replacements. In terms of the future, we should grant tenure only with a careful eye on the entire market of potential candidates. But in either case, the present system is as good as any other: in its protection of academic freedom; its viability as an alternative to collective

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bargaining; and its compassion for the sensibilities and aspirations of our Faculty.

Presently there is no tenure contract: a Faculty member is simply notified by the President that the Trustees have granted an indefinite appointment. This fact, I think, is significant, for nowhere is it implied in that ceremony that the Faculty member has obligations to the institution in his new secure status. The college should drive a harder bargain with its tenured scholars. Presently, all that they can go by is a statement issued by the AAUP in 1966 on professional ethics. For lack of anything else, I quote it:

As a member of his own institution, the professor's chief obligation is to be an effective teacher and scholar.

A marvelous piece of worthless AAUP prose! Most defenders would argue that more precise specifications would inhibit academic freedom and Faculty flexibility and diversity (which may bring us anew to our peculiar problem of having to protect something that doesn't exist). Perhaps I can offer a method of stepping us out of that illogical circle of argument.

First step: The tenured Faculty is exceeding parochial, at the root of which lies their reluctance to publish. As a result, recruiting is lousy and our image less attractive than it should be. They are not known outside of a small geographic area, nor appear very knowledgeable about what is beyond. As the AAUP statement above implies (it states nothing, of course, and to infer anything from it usually requires the approval of a Faculty review board), an effective teacher is an effective scholar, and a scholar is continuously engaged in significant research and writing as well as sharing these activities with colleagues and students at his own college and elsewhere. If he doesn't, he should, barring circumstances peculiar to persons or departments, never be promoted above his present rank, given no merit raises, and offered no position of prominence in the college. The College Press should be revived, more sabbatical money should be appropriated, from the endowment capital if necessary, and merit raises should be used as reward for scholarly excellence. These are moves that can be done easily, unilaterally, and immediately; and though the Dean may claim they already are being done, my reaction is that Bob Fuller proved they could be done more emphatically. With the Faculty now worried about cuts in their number and an adverse job market, no better time offers itself than the present.

Second step: As for teaching ability, constant evaluation of, and assistance to, tenured Faculty is certainly in order. The Academic Report of the Long Range Planning Effort offers significant suggestions for colleague and student evaluations - moves, again, which can easily be adopted. We should explore, as well, the possibility of outside consultation, as professional colleagues, working at close quarters, from medicine to law to education, tend to reinforce each other in their parochialism and complacency. Ultimately, though, the burden in this area lies with the students, who must demand more of the Faculty as they demand more of themselves.

A leap: Concurrently with these above reforms, the college should declare a moratorium on the granting of tenure except in new departments. Our 66% level is intolerable and has no parallel among the competition. To compensate the present

untentured Faculty, we should offer the option of a lectureship, renewed every three years, for as long as the moratorium is in force. The lectureships fall outside the present seven-year limitations, and should be offered with no decrease in pay or voting status. Too, anybody who is evidently not qualified for tenure should not have his lectureship renewed. The moratorium should end when 40% tenure is reached.

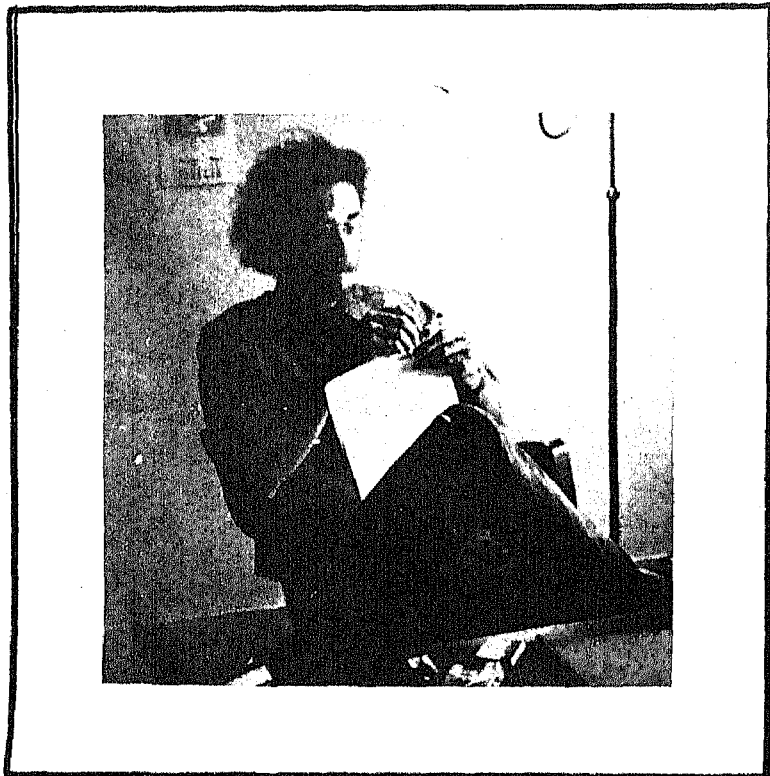
And Another: Parochialism, too, marks the way we presently award tenure. To often deans, students, and Faculty alike compare a candidate to the present department, decide that he is better than most, and hire him for life. Mediocrity is again reinforced. Instead, we might follow the advice of Hofstra's President Lord:

I asked the chairmen to think twice before recommending the willing workhorse, who will never publish, never become a distinguished teacher, never get promoted, and never get to the top . . . (We must ask,) "Is this man, now up for tenure, the best man we can get for the money."

Only to the entire market can comparison be drawn if the Faculty is to be substantially improved, and to do that we have to turn our eyes away from the quad (and turn our manuscripts into the publisher, if I may return to a favorite point). Only a well-travelled, well-respected Faculty can recruit effectively ("Yes, we're in Hartford"). While workhorses are necessary and important, they are easy to come by, and we would do better to benefit from a high turnover among them than reward their efforts with a lifetime commitment. Workhorses get old fast, scholars do not. If we are to be competitive, tenure must be reserved for scholars. Presently it is not.

And again: A final consideration remains in this list - money. If the tenure policy outlined above is to succeed, the process will cost us many a well-invested penny. The choice is a hard one, but, if I may continue to be presumptuous, I would agree with Professor Charles Miller's suggestion to borrow \$5 million from the endowment for the purpose of raising upper-rank salaries to make these positions most competitive and increasing the size of the Faculty. Great schools, and only those, attract big money, and presently it is costing us millions not to be greater than we are. A more distinguished Faculty is the key.

The college is in a good position to take some bold moves in improving its competitive position for Faculty, students, and money. Because the quality of the Faculty is so crucial, tenure is an unavoidable consideration, and cannot be dealt with apart from these issues once the question of academic freedom has been settled. As Dorothy's wizard, we should be drawing from our strawmen and tinmen and lions the best of their offerings through whatever encouragement is available. This can be done with compassion, intelligence, and courage. Ultimately, though, our long range problem is Dorothy's, for the present wizard can not give us the competitive home to which we must aspire. Grindel, alas, has not appeared in the Hartford skies. The yellow bricks of the Long Walk have too long been faded. And about to burst is the bubble of "a community of scholars," revealing some hard choices about the granting of permanent positions to those in our castle.



The Liberal Arts College

by Hugh Ogden

When I returned to Trinity this September, after spending part of the summer writing and preparing my classes for the Fall Term high in the Rocky Mountains of Colorado (quite often surprised by snowflurries at midday or frozen by a blanket of snow at night), I found a campus changed but at the same time unchanged. Some rooms in Seabury Hall had been remodeled, student living conditions had improved and many new faces among faculty and students appeared as if out of nowhere. But the humidity of the Connecticut climate and the lush fertility of the campus remained like rock to remind me that things change hardly at all. Education here still faces some of the same trials and difficulties it has always faced and teachers, students and administrators are proposing new ideas and outlining ways which the college might cope with the challenge of the coming years and the even more basic question of how we might sustain and create the experience of a "liberal" education.

Just after the beginning of the term, the Tripod asked me if I would be willing to write a short essay on one of the questions facing the college, the question of the validity and viability of the tenure system. In the hurried press of my own affairs, I granted the request, but immediately afterwards had second thoughts about going ahead with such a project. The point that gave me most concern was that at the end of the last academic year, I was elected by the faculty to serve on President Lockwood's special committee to evaluate tenure. How could I serve on such a committee and yet commit myself to a view point in a Tripod article? Of course I couldn't. An endeavor such as writing for the Tripod would prejudice my work on the committee. But even more than this, I began to be concerned that writing an article might confirm me in some opinion which would be better left to develop as the deliberations of the committee progressed. After a good deal of soul-searching, I decided that though I could not confront the question of the tenure system (and in fact I now have no firm beliefs about what should be done with the system though I have faith that I will have when our deliberations end), I could speak about some of the questions and ramifications that any open discussion of the tenure system involves. I feel that I can do so without prejudicing my work on the committee, but I would leave it to the college community as a whole to decide

whether I have succeeded in my aim. I will therefore be sharing with you some of my concerns, some of which are incidental to the questions of the viability of tenure and relevant more to such things as the Reports of the Task Forces established over the summer and the present state of the college as an educational institution.

Let me state without any exposition some of the basic questions, presuppositions and problems posed by tenure and what it stands for. First, tenure was established in the beginning to protect that academic freedom considered necessary to higher education, and it is still, in the opinion of some people, the only guarantee of that freedom. Second, it has been argued that tenure often seems to guarantee a man his job rather than academic freedom. Third, tenure often has been accused of covering and sustaining incompetent teaching. Fourth, the granting of tenure implies that a man has come to a state where he can be given academic freedom. It has been argued, on the other hand, that those who stand in most need of academic freedom, young teachers, assistant professors and instructors, who by nature and age are more revolutionary and outspoken - these men and women do not have academic freedom since that comes only when tenure is granted. These seem to me to be some of the basic questions that the committee and the college as a whole will have to grapple with. I assume in fact that other writers for this Tripod insert will be dealing with them. Let me, therefore, turn to a more specific problem, a partial consideration of the implementation of the system as it now exists at Trinity.

Under the system we now have, it has been assumed that tenure and (what it represents), academic freedom, are to be granted to professors in the established academic disciplines such as English, Sociology, Chemistry and Physics. What has happened in the last few years is that the college has moved slowly but steadily to narrow that award to only those disciplines which have an established "scholarly" reputation. Artists, sculptors, creative writers in the so called "creative" professions have been denied the award. Let me be specific. Some years ago it was the practice to grant the rank of instructor, assistant, associate, and full professor to painters and sculptors who worked in Austin Arts Center. That policy has been changed. Men and women in the arts are no longer to be called "Professors" but rather "Artists in Residence" (except those who are already on tenure, whose position therefore cannot be changed). Because of such a change, they no longer have any chance to receive tenure and, in fact, they

have to "apply" to the faculty as a whole to vote in faculty meeting (The question of whether these "teachers" receive such fringe benefits as TIAA or CREF is a question the Trinity chapter of the AAUP should explore). I am well aware that the argument for such a policy is that new "blood" is necessary in these departments because trends and techniques in the fields of the plastic arts and dance change rapidly; but I am not convinced that they change much faster, or even faster, than the trends and developments in other academic disciplines - for instance, in Urban Studies, or even in such established disciplines as physics or economics. I also wonder why artists are supposed to need the academic freedom tenure bestows any less than teachers in the Physical Education Department, where as of now teachers have all the rights and privileges of regular faculty members, including the "right" to vote at faculty meetings and the opportunity to achieve tenure. In all of this, I am arguing for an explanation and a discussion much more than I am arguing for a change in policy. Even so, such questions trouble me deeply, especially as they affect the future of the creative arts at Trinity. Why, for instance, is one of the conditions for the award of tenure a full time teaching load? Surely a man who has been at Trinity well over the required probationary period, and who carries a part-time teaching load (the man I am thinking of has served the college for nearly 13 years, is recognized by students as a great teacher and has continuously produced good creative work), has the same need for academic freedom as any man who teaches full time. But because he teaches a reduced load he has not been awarded tenure. If the justification for tenure at Trinity is that it protects academic freedom, then why should it be awarded on the basis of teaching load?

But in my mind there are even deeper and more significant questions than the questions I have just raised. A problem that concerns me in a direct way is the effect of the system on "younger" members of the faculty, those who do not yet have tenure.

I am speaking here not to the merits of the system as a system, but to the problems attendant upon its application at Trinity. There are, for instance, obvious imperfections in the procedures used to recommend a man for reappointment and the award of tenure, one of the most obvious being that, so far, there has been no way for student evaluations to enter into the determination of a man's teaching effectiveness. But there are even more serious questions than procedural ones. For a man who takes his teaching seriously, the work

Hugh Ogden is assistant professor of english, and will this year be up for tenure. Presently his department has a 66% tenure situation.

load at Trinity is immense. Trinity is in the process of establishing new areas of study and new teaching opportunities, such as Open Semester and the tutorial program. We are broadening our outlook to include the environment in which Trinity exists (the city of Hartford), and we are establishing cooperative programs with area colleges. All these developments I consider of great merit, and I support almost all of them enthusiastically (though I wonder if eventually we must decide whether we can be all things to all people). Trinity really is an exciting college in some respects.

But there are attendant problems to all of these developments. What has happened is that the faculty as a whole, and men and women without tenure especially, have been placed under considerable stress. They have been asked to do more teaching, more committee work, and more independent research and publication so that they may qualify as "scholars." I for one welcome almost all such challenges. I feel that my abilities are being honed to a new tension and sharpness. The problem is not directly this. It is rather that the teachers who bear the burden of Trinity's changing stance (younger faculty) are under a more severe system of judgment than existed previously. These teachers have been asked to do more in the way of experimental teaching, but the system that decides upon promotion and reappointment has not responded in kind, but has rather hardened and solidified (partly, of course, because of financial pressures and the state of the job market but even more, I believe, because basic assumptions have never been challenged). I believe, in fact, that we have become altogether too judgmental and not sufficiently developmental (a point which is also relevant to the evaluation systems applied to students and especially those students we are accepting from different cultural backgrounds than the established norm). I would suggest that with regard to Faculty, the developmental might be stressed if the college were to offer sabbatical leaves on a more flexible basis, on a schedule adapted to the rhythm of a person's creativity. I'd also suggest that a faculty counselor be hired to counsel faculty on teaching problems or other situations which bear on his effectiveness in the classroom and in a longer essay, I could offer many more suggestions). Judgments, of course, cannot be avoided. Indeed they are part and parcel of our academic life. But, as Professor Robert Helbling has said "the conversion of the judgmental into a somewhat inquisitorial system may proceed a long way before it is detected." We have, in very many respects, lost sight of some of the final aims of a "liberal education," the humane concern for a man as a growing, developing, learning organism and we have glossed over the point that the acquisition of knowledge at a liberal arts college is not an abstract aim in itself but rather a means to an end. The acquisition of knowledge, the development of creativity in the arts, and the understanding and practice of a discipline point to the lives we now lead and will soon come into, and to our part in the future of the world. To say it simply, we have lost sight of the human. Since such a statement opens up some basic questions with regard to teaching as a profession, I must of necessity turn to the issues which lie behind the tenure system and the college as an institution. What is a teacher and what does a liberal arts college such as Trinity aim to achieve?

Good teaching is based upon and necessitates the academic freedom which the tenure system has been thought to provide. We must be free to speak our minds in the classroom, in our counsels with the different components of the community, and in our publications. And though one cannot as a professional teacher substitute one's views about society and politics for the practice of one's discipline and expect to have such activities protected, there is the need to protect (the better word is value) the way in which all good teaching depends

upon that particular union in one man of a knowledge of a discipline and his unique and sometimes very disturbing articulation of that discipline in the context of his experience as a social man. Academic freedom is important. But it is only one of the criteria which can be used to establish procedures and policy at a college like Trinity and, in fact, I wonder if it is the final criterion. One can have all the academic freedom in the world and not have an educational institution. What is at least equally important is the way in which the college creates an educational atmosphere and the importance it places upon the nature of the teacher as teacher in relation to his students. This is finally what a discussion of tenure is all about; and why I want to close this short essay by offering my thoughts on the matter, realizing very well that other people at Trinity have different views and, indeed, that such differences are the ground upon which we search for a more accurate and true awareness.

What are some of the criteria we use when we speak of good teaching? It seems obvious to me (almost too obvious to be stated) that a good teacher is a man who knows his discipline, or what might be called his subject matter. And he brings to his professional life an energy and devotion that stimulates questions, dialogue and reflection. But an even more important consideration is that the ideas and

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knowledge he has are not just stated as facts. What is important is the manner and the way in which he speaks (his humanity), the way in which he exemplifies and embodies in time and space the richness of his imagination, the wealth of his knowledge and the charity of his judgments. His statements, his participation in dialogue and his social interaction are reflections of the nature of the knowledge he professes. And he must, in the Latin sense of the word

"educate", call forth the best in those he teaches. I think, in such a context, of a section in E.M. Forster's *Passage to India* which, though it refers to Forster's conception of the nature of the Indian experience and vision, also has very much relevance to the Western World, and to Hartford, Connecticut. And I think what it implies is one of the things students of all races are asking for: that a man's manner, his life reflect his knowledge and that understanding is the soil from which we spring. Adela, a young English lady visiting India, wrongly accuses Dr. Aziz, a young Indian doctor, of assault and attempted rape. But she realizes her mistake in court and admits that she has been wrong. Then Forster makes a comment about how Indians, Dr. Aziz and Hamidullah his friend, react to her confession. He says:

If she had shown emotion in court, broke down, beat her breast, and invoked the name of God, she would have summoned forth his imagination and generosity — he had plenty of both. But while relieving the Oriental mind, she had chilled it, with the result that he could scarcely believe she was sincere, and indeed from his standpoint she was not. For her behaviour rested on cold justice and honesty; she had felt, while she recanted, no passion of love for those whom she had wronged. Truth is not truth in that exacting land unless there go with it kindness and more kindness and kindness again, unless the Word that was with God also is God. And the girl's sacrifice — so credible according to Western notions — was rightly rejected, because, though it came from her heart, it did not include her heart.

The point I want to make here is not that Adela was being dishonest or even insincere in confessing her mistake. It is rather a question of incorporating and exemplifying the truth of that confession in the manner in which she acts in the courtroom, and the way in which she interacts with other human beings. The word that is true in the abstract also has to be true in the concrete. Otherwise it is false. So it is with teaching. Far from arguing that a teacher ought to weep or get angry in the classroom (I believe very strongly in a kind of really civilized decorum though I also know well that there are times in the great class where the emotion expressed in tears is not only valid but appropriate and final), I am suggesting that the knowledge of a man, his discipline, has to be incorporated in the manner, the "life," with which he presents it.

Glenn Leggett, the president of Grinnell College, has presented the idea in another way and in a slightly different context. He describes what good teaching is by saying (and good teaching, not scholarship, I would emphasize again, is what we finally must talk about when we speak of a liberal arts college and matters of education):

An effective teacher is someone who believes that his discipline provides a vehicle for educating both himself and his students, who continues to aspire to know more than he does now, who believes that students are worth his best preparation, who has a sense of obligation to his status as a professional man, who has a realized or developing sense of commitment to his institution, who has an ability to reflect all these characteristics to his students so that, though they may not like him personally, they take him seriously and believe in him as a practitioner of the discipline he represents. Whether he writes articles and books is somewhat beside the point, a matter of personal drive and taste; whether he reads to enrich himself and thus the dimension of his preparation is not.

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The key words in this quotation are the "ability to reflect all these characteristics to his students," a difficult task indeed but one which is central to the educational process. I would develop what President Leggett says by adding that a teacher must be able to carry into a college community a sense of devotion and his own ability to grow and change in the surrounding flux of human experience; and yet to stand, even if momentarily, with an expanding imagination and a reflective intellect, against the tide of human history with its ever unfolding story of injustice and cruelty. A good teacher is a man who brings the fire of his mind and heart to the daily routine of work and play, casting the glow which emanates from his own discipline upon the lives of others who in their turn do likewise. In the simplest and most mundane terms, a teacher is, as Whitehead suggested, an ignorant man who thinks and imagines.

But of course it is not a singular effort. A college is a community of such men and women, students as well as professors, and sometimes even administrators. And behind them rests the traditions symbolized by sidewalks, land and buildings. Our political structures, the mechanisms by which we operate, must reflect the organic,

spontaneous quality of the lives we are all searching for, and sometimes exemplify. The college is not simply a community of scholars, though in part it is that. We share experiences other than the purely intellectual, if indeed there is such a beast. And the success of Trinity and whether we can solve the problems inherent in systems such as tenure, depend upon our final values and the willingness, intellectual acumen, and sense of reality with which we pursue our goals. I suspect that our success cannot be measured by whether the college produces great men, for that seldom happens. The college rather has to be concerned with implanting in ordinary men, which most of us are, a sense of the value of the reflective intellect, "a capsule," in the

qualities, which can stir the imagination, the greatest gift save one we can give each other. A real college in its men and women, its buildings, its trees, its grass, land and football fields has a richness and a stability rooted in the past, in the intellectual and imaginative lives that others have led. That organic sense of growth is what we must create. And the place which has it, the college and the life we ought all to look to, carries with it a beauty of its own. Any building, any plot of ground - any city, any country any college where men have lived lives of singular devotion and charity-takes upon itself something of the honor and glow which passes from the lives of those who live there. Such is what we should be in the business of creating.

The college is not simply a community of scholars,
though in part it is that.

words of Christopher Morley some years ago, "of liberal dreams, a tenderness for problems of the spirit and conscience, a loosening of the imagination and an eagerness to contradict the cruelties and stupidities of their age." All of us are together in this task. Trinity has now, and has had, the potential and some of these institutional conditions (and the college as an institution is finally a group of people who come freely together to realize their dreams, not a monolithic structure whose needs supercede those of the individual). Trinity has some, and must find more of the

And so I come back to my coming back this fall to the climate and life at Trinity College in Hartford, Connecticut, to a college which has changed and has not changed. My hope then, as it is now, was that we might find ways to make our experiences in education more humane and human, that we might give more emphasis to learning among all elements of the community, and that I might, as one man, be left in awe and wonder that snow can fall in summer, that we can as a small college see the human in the midst of an age of violence and despair.

The Job Market

The tenure system of college and university faculty employment in its present, well-defined form dates only from the late nineteen thirties. Nevertheless, the word *tenure* itself (and some of the concepts associated with it) has feudal overtones. The definitive statement which has shaped and informed the particular tenure policies of most colleges today was issued jointly in 1940 by the AAUP (American Association of University Professors) and the AAC (American Association of Colleges). The basis upon which Trinity College grants tenure is contained in three paragraphs which may be found in Chapter 1, Page 14, of The Faculty Manual. Their text is as follows:

Edwin P. Nye has been Dean of the Faculty since last September, before which he chaired the department of engineering. Naturally he holds tenure.

"The award of tenure represents a commitment on the part of the College to protect the individual faculty member from dismissal under the conditions specified in a Statement of Policy dated September, 1969.

Recommendation for an award of tenure is initiated by the department chairman in consultation with the Dean of the Faculty. In addition to the department evaluation, which the Faculty Committee suggests should include consultation between the department chairman and other tenured faculty in the department, the Committee may call upon other senior members of the faculty to participate in the recommendation.

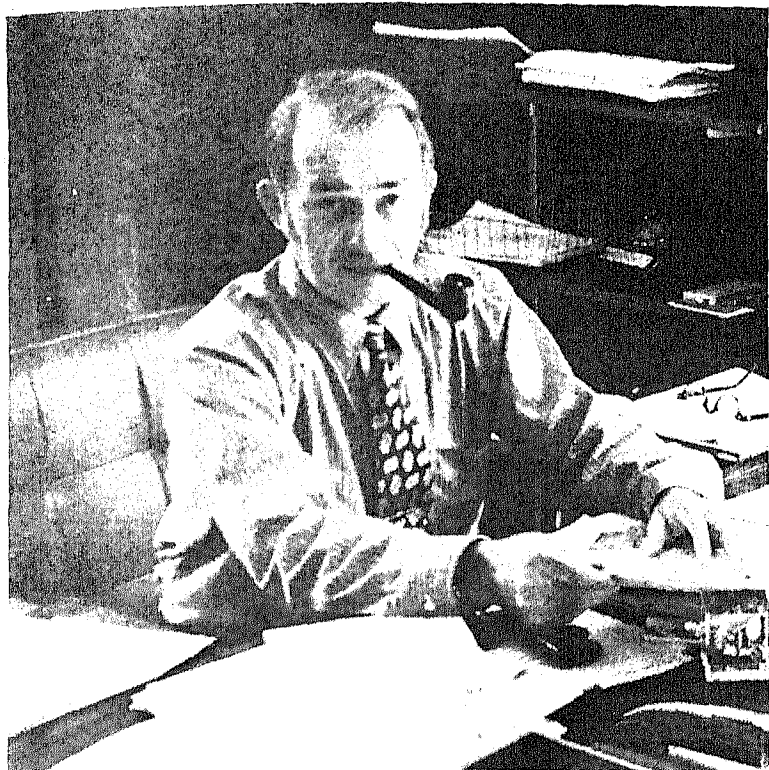
In making a final judgment on awarding tenure, the Faculty Committee considers: (a) the number of members already on tenure within the department; (b) the total number of faculty on tenure so as to avoid having more than approximately two-thirds of the faculty on indefinite appointment; and (c) the degree of enthusiasm in the

evaluation of the individual recommended for tenure. The Faculty Committee must be persuaded of the long range contribution of the individual concerned or else it must refuse tenure when doubt exists, especially if the number recommended for tenure exceeds the number which the College feels it may reasonably ask to join the permanent Trinity Faculty.

The permissible length or probationary, un-tenured appointment is limited to seven years of full-time faculty service. A faculty member may be, in exceptional circumstances, granted tenure after less than seven years' service but may not be retained beyond seven years unless tenure is granted.

(Continued on next page)

by Edwin P. Nye



Any educational institution
which might seek to abandon
tenure would find itself rather
severely penalized as it sought
to retain its superior faculty.

The primary justification of the tenure system is held to be that of providing insulation from reprisal to scholars who, in their search for and dissemination of truth, may at times promulgate facts and beliefs which are unpopular. Thus, tenure is held to be an essential factor in the preservation of what is known as academic freedom.

Few aspects of our complex society are so simple as to exist or to be supported by virtue of a single premise, however. The matter of academic tenure is no exception. Protection of academic freedom is one basic function of the tenure system. Another function is that of providing what must in simple honesty be called "job security" for those members of academe privileged to have been granted tenure. Some apologists for the tenure system admit that an element to job security exists, but they maintain that it exists as an unavoidable concomitant of academic freedom and not as an objective in itself. Others say that the teaching profession requires a measure of job security in order to afford faculty the opportunity to concentrate on long-term projects and scholarly labors which are essential to the well-being of the colleges and society itself. Since such scholarly labors seldom yield immediate or near-term results, assurance of continued appointment is necessary to render such undertakings attractive.

In any event tenure clearly cuts two ways from the standpoint of colleges and individual faculty members alike. On the one hand, it is undeniable that the tenure system does at times saddle an institution with faculty personnel whose enthusiasm for and capability of teaching has declined. Some fail to live up to their early promise; some prove unable to adapt to the changing needs of the institution. Theoretically, under the 1940 AAUP Guidelines, a tenured faculty person can be terminated for three reasons: (1) incompetence or lack of fitness in his professional capacity; (2) because the position in question has been abolished; or (3) in each instance the burden of proof rests upon the institution. Proof of incompetence is especially difficult because it normally must be based upon willingness of a man's peers to affirm his incompetence. Professors, no less than lawyers or doctors, are most reluctant to furnish such testimony. The ill-will engendered by an attempted ouster could be more damaging to the educational fabric of an institution than the alternative of quietly suffering the continued tenure of those of diminished educational competence.

Abolition of an academic position is generally a plausible reason for termination of a tenured academic only if an entire department or program is abolished. This

seldom happens. Similarly, if financial exigencies are to be the basis of termination of faculty personnel, a problem very much like that in case (1) arises; who determines - and on what basis - whether it is Professor X or Professor Y who shall be terminated? Thus, while in theory the termination of tenured faculty personnel is possible, in practice it very seldom takes place. As a result, academic tenure carries a very high degree of job security. In this regard it must be seen as advantageous to individual faculty but disadvantageous to the institutions.

But there is another side to the issue which virtually reverses the cost/benefit picture. Any educational institution which might seek to abandon the present tenure system would find itself rather severely penalized financially as it sought to retain its superior faculty - its academic luminaries. The obvious trade-off to counterbalance the very real loss of job security and the latent threat to academic freedom which abrogation of the tenure system would cause would be substantial salary increments - hazard pay - to the individuals in a position to bargain for it. For some institutions this added cost could be prohibitive. Naturally, if all institutions banded together and agreed unanimously to end the system of academic tenure, the option of individual faculty members to bargain for increased compensation in lieu of security could be neutralized. But such an action would be a blatant, self-defeating invitation to faculty members to form a massive, country-wide bargaining unit.

Thus we find that the present system of faculty tenure has strengths and weaknesses so far as both the institutions and the individuals are concerned. Any proposal for modification of the system must of necessity offer something in the way of gain to both parties if it is to constitute a form of acceptable change. The present state of balance is such that possible alternatives have been significantly elusive and few serious suggestions for change have been proposed.

The situation in the academic market place can radically alter the role of tenure, however. During the halcyon days of the sixties, when demand for faculty exceeded supply in almost every discipline area, relatively less value was placed on job security than on academic freedom by faculty members. If a reasonable scheme for the protection of academic freedom had been devised at that time institutions might have pushed for relaxation of the security aspects of the tenure system with some hope of success. Paradoxically, the institutions were so concerned with finding ways to expand their faculties that scant

attention was given to matters of faculty tenure beyond that of invoking its existence as an added inducement in faculty recruitment.

Today the situation is largely reversed. Institutional growth has ceased or is occurring at slower rates. Financial constraints are forcing many colleges to freeze or even to reduce the size of teaching faculties. Academic positions are in short supply, and to many persons job security looms as a larger consideration than the protection of academic freedom. Institutions are seeking ways to trim instructional costs and/or restore vigor to their teaching faculties. They might be expected to look with favor upon any workable method of pruning older, higher-salaried but less productive faculty members from their ranks. Still the existing tenure system effectively thwarts any but the most extreme of such efforts.

Although those faculty members who already have been granted tenure may rejoice for the job security which it confers upon them, younger, non-tenured faculty generally face today a rather bleak professional future. As a direct consequence of the operation of the present tenure system, they must perform so well that the College is forced to grant them one of the few available tenured positions. Otherwise, the system itself requires their termination. While it is difficult to define exactly the "safe" upper limit in percentage of a college's faculty on academic tenure, it is generally agreed that 65 to 70% is a dangerously high level. This is so because a college must reserve a certain number of untenured positions if it is to respond to new educational opportunities or to be able to contract its faculty size in the face of adverse circumstances. The higher the percentage of tenured faculty rises the more difficult it becomes for each additional younger faculty member to gain tenure. For despite the fact that he may be indisputably a better scholar and a better teacher than some other faculty member who already holds tenure the College cannot replace the one with the other. This clearly represents a most difficult situation, potentially inimical to the best interests of higher education.

One suggestion which is made is that a moratorium be declared on the seven year maximum pre-tenured period. This would allow younger faculty to be continued beyond the present probationary limit for some indefinite period without tenure status. While this suggestion has obvious appeal to non-tenured faculty personnel

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who are now "under the gun", it is vigorously opposed by faculty professional organizations such as AAUP and teacher unions since it would constitute erosion of the tenure system. Colleges administrations also are reluctant to embrace this proposal. They are fearful that faculty personnel retained beyond seven years without a formal tenure decision could subsequently be found to have acquired *de facto* tenure despite any attempt to negotiate a legal waiver.

Another approach would be to devise effective safeguards for academic freedom

So here we are, struggling to find a way to allow the medieval concept of tenure to co-exist with present day beliefs in inviolable rights to equality of opportunity. The inequity which exists in access to faculty teaching positions is structurally imbedded in an archaic system. There is little that institutions of higher education can do to relieve the situation without cooperation of the teaching profession as a whole. Perhaps the nature of the issues will now be recognized clearly enough so that earnest efforts to reform the system can be undertaken with some hope of success.

which allowed reasonable employment protection but did not guarantee job security. Efforts toward this end have not made much progress thus far, chiefly because of a mutual lack of trust. A reluctance on the part of faculty to relinquish the effective security of the present system in exchange for a new system which affords greater equity of opportunity at the expense of certain economic privileges is understandable. Understandable, but disappointing. Disappointing in that it precisely parallels trade union response.



Inside Magazine

Inside Magazine is a periodic supplement of the Trinity Tripod, Trinity College, Hartford, Connecticut. William Whetzel and Steven Pearlstein, editors. Photography by William Whetzel.

Lee Prepares Questionnaires For Students

by Brooke Ferris

Randolph M. Lee, assistant College counsellor and assistant professor of psychology, is preparing three surveys on social and academic life at the College to be presented to students and faculty in early November and mid-February.

The object of the surveys, according to Lee, is to provide "an accurate and comprehensive picture of student, faculty, and administrative life, interpersonal relationships, and a broad base of data about the College as a community."

In a Tripod interview Sunday Lee explained that part of the surveys embodies another survey he wrote in conjunction with his PhD. dissertation. Lee said he has no specific plans for writing up the results of the questionnaires beyond a brief summary. He did say, however, that it was "possible" he might publish an article on the results.

Lee, who has been preparing the surveys since March, said the results would be collected by computer. He hopes that the survey, which should take "slightly over an hour" to complete, will be returned to him within five days.

This is the first serious study of the College as a community since 1966, when George C. Higgins, College counsellor, compiled a survey on student life.

According to Lee, the results of the surveys could enable the College to promote more of a community atmosphere, which at present is not as great as possible. Lee said that the College often makes erroneous assumptions about student life. The survey, he said, will "give a better picture of what each of us is trying to tell the other."

The student survey on social life is divided into ten sections, including: Personal Data, College Residential Life, Daily Life and Activities, Smoking, Drinking and Drug Use, Social and Sexual Behaviour, Interpersonal Relationships, Attitudes, the Effects of Co-education at Trinity, and Response Prediction.

Another survey, concerning academics, will be distributed to students in mid-February. A survey of faculty covering both academics and personal relationships, will also be distributed in February.

Candidate

Mr. Ted DiLorenzo, Republican Candidate for Mayor of Hartford, will meet with interested students, faculty, and staff on Tuesday, October 12, at 8:00 p.m. in McCook auditorium. He will discuss informally his positions on the issues confronting Hartford today and will answer questions from the audience.

Ironically, the worst sentence of the recent Academic Long Range Task Force Planning Report (code name "Report") is the first. "The primary concern of Trinity College," it asserts, "ought to be the creation of an exciting community of scholars." That statement, it seems to me, flies in the face of every reality of modern higher education, both on and off this campus. Trinity never has been, nor ever will be, a community of scholars. Presently her students are here for a variety of social and personal reasons, the least of which is to become scholars. They are complemented by a Faculty surprisingly unpublished, unresearched, and undistinguished if measured against standard academic yardsticks; yet generally sensitive, hard-working, and overburdened, many of them, with superfluous tasks. A community of scholars is neither desirable nor practical, a fact which, surprisingly, little alters the otherwise superlative quality of the Report.

The purpose of the college is to provide a first-rate liberal arts education through rigorous thought and evaluation, done hopefully with a sense of academic meaningfulness. What does THAT mean? As any philosophy conjured up for educational reform, the one I just made up means nothing if applied to a group of 1500 students and 130 Faculty. What it cries for in its ambiguity is personal and departmental interpretation which will provide, in turn, the seed for a continuing process of academic self-evaluation. Instead of lamenting the lack of serious scholarship, we should constantly be asking ourselves why we are here and how we can best organize ourselves to use our resources to those ends. The answers realistically cannot be college-side, nor should they proclaim any permanence. Rather what is important is the two-fold process of both defining and reaching our objectives, for it is their separation which is presently the cause of our academic malaise. Not being a college so much as becoming one is the aim of a liberal arts education, for which the admission of each new student and new Faculty member provides the possibility for carrying out that task afresh. Or, to put it another way, self-evaluation and educational reform must be an integral part of the educational process.

Our present structures, for the most part, fail to adopt themselves to the disparity of enthusiasms and interests towards intellectual activities. Inappropriate yardsticks, themselves the product of certain myths about higher education, have fostered a sense of collegiate inferiority. What is needed now - and the Report offers a

good first step - is an educational structure which will draw the best from what we have; which will encourage whatever motivation and curiosity is latent here; and which will be able, through constant reevaluation, to adopt itself to changing needs of students and Faculty without relapsing into despair. The prevalent notion that there are certain standard things one needs to be liberally educated is not realistic. It enforces mediocrity and a colossal waste of time, as well as sapping from the body academic whatever enthusiasm exists. We need change now, both because our structures are inadequate and because the process of change will be beneficial to our morale.

Self-evaluation is a theme which echoes through the Report. It appears most forcefully in the proposal for an Alternate Degree Program (ADP), which calls for an individualized course of learning and departmental self-definition. An outgrowth of Mr. Lockwood's interest in a three-year degree, the ADP time-limits are but secondary to the processes involved in designing the program and making it work for each student. Basically the ADP is a two-step educational process, each step culminating in an exam or exams tailored for the individual course of study. At no time

consciously than it presently does." The departments would become, concludes the committee, "resource facilities which could not be duplicated by bibliographies."

Only after this questioning by students of what to do as individuals, and what they and their Faculty want to accomplish as a department, can individualized learning, long overdue here, proceed apace. Two factors are missing from the report in this regard. The first is one of advising, for it cannot be said that the present system offers enough guidance to meet the needs of the present curriculum, let alone one of greater individualized instruction. A larger Faculty is one answer, and maybe a large loan from the endowment could provide some heat for our frozen staff. Another solution may be to stop wasting Faculty time with inane committees. In any case, the problem seems to be one of time and interest, not structure - one easily solved by a more demanding student body.

Interdepartmental cooperation is the second area for concern in the Report's ADP suggestion for stronger and more well-defined departments. Ridding the college of its departments was seriously discussed and dismissed by the committee mid-way through the summer as probably accomplishing little. Nonetheless, their ADP

"Self-evaluation and educational reform must be an integral part of the educational process."

are any courses required, allowing the student to arrive at his own mix of classes, tutorials, and independent reading and writing. Exams and projects in three of the four current Guideline Categories will terminate the "generalization" segment, followed by a "specialization" in a major and two minor fields. Each department would be required to "devise a set of crucial abilities for their majors; a beginning set of exams and projects which would demonstrate those abilities; and a version of that set of abilities, and accompanying demonstrations, for minors." By this process of definition, argues the Report, the college can justify "its existence more self-

plan has not been totally reconciled with the non-departmental status of Urban and Environment, Intercultural, and American Studies, nor have the authors considered in the Report the adverse effects of the strong departments on other cooperative efforts, including those mentioned in other sections of the same documents.

Still, the Alternate Degree Program is an antidote for the academic ennui of this Hartford campus. Students would be forced to question why they are here and where they intended to go. With the guidance of the Faculty, they would be encouraged to provide for themselves, individually and collectively, a suitable focus for four years' study. Such direct control of one's own academic program is essential to fostering self-motivation, and the absence of students at last week's all-college meeting points out anew the lack presently of any such confidence. Nonetheless, we are, I think, on the verge of doing some great things here, and it would be tragic if students were not perceptive enough to assume the upper hand in that process. As the Report suggests, turning this place inside out might be the best education one can get. Why not seize the day?

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This Week

TUESDAY, October 12

2:00 p.m. - V. Soccer - Tufts - Away.
11:00 a.m.-5:00 p.m. - Exhibition and sale of original prints from the Roten Galleries - Austin Arts Center.
1:30 p.m. - Town-Gown Forum - "The Visual Arts: Bellwether and Documentation of Change" - Michael R. T. Mahoney - Goodwin Theatre, A.A.C.
4:00 p.m. - Trinity Draft Counselors - 2nd Training Session - Goodwin Lounge.
5:30-7:00 p.m. - SIMS - Senate Room.
6:30 p.m. - Band Practice - Garmany Hall.
7:00 p.m. - Consumer Protection Meeting - Nader's Action Group - Wean Lounge.
7:30 and 9:15 p.m. - Film: "Miss Julie" - Cinestudio.
8:00 p.m. - Meet the candidate for mayor Ted DiLorenzo - McCook Auditorium.
10:30 p.m. - Compline - Chapel.

WEDNESDAY, October 13

12:15 p.m. - Football Highlights - Trinity-RPI - Senate Rm.
12:30 p.m. - The Eucharist - Chapel.
4:00 p.m. - TCC - Senate Rm.
4:00 p.m. - Political Science Dept. Colloquium - Wean Lounge.
4:00 p.m. - Reception for Religion Majors - Goodwin Lounge.
7:30 p.m. - Film: "Shaft" - Cinestudio.
9:25 p.m. - Film: "Zabriskie Point" - Cinestudio.

8:00 p.m. - Lecture by Prof. Gayatri Spivak, Univ. of Iowa - "Why Comparative Literature" - sponsored by Program of Comparative Literature - Wean Lounge.

THURSDAY, October 14

3:00 p.m. - Women's Field Hockey - Yale - Away.
4:00 p.m. - Draft Counseling - Chapel Undercroft.
4:15 p.m. - Community Seminar Series - Prof. Drew Hyland - "The Origins of Philosophy" - Wean L.
7:30 and 9:25 p.m. - Films (as Wednesday).

10:30 p.m. - The Eucharist - Chapel.

FRIDAY, October 15

2:00 p.m. - F. Football - Springfield - Away.
4:00 p.m. - V. & F. CrossCountry - Southern Conn. - Home.
3:00 p.m. - F. Soccer - Williams - Away.
5:15 - Shabbat Service and Kiddush - Goodwin Lounge.
7:30 and 9:25 p.m. - Films (as Wednesday) - Cinestudio.

8:00-10:00 p.m. - Star Night Observations from Elton Roof if clear.

SATURDAY, October 16

8:00 a.m.-5:00 p.m. - Graduate Record Exams - McCook Audit. and L.S.C. Audit.
All Day - Chess Tournament - Washington Rm.
1:30 p.m. - V. Football - Colby - Home.
1:30 p.m. - V. Soccer - Middlebury - Home.
2:00 p.m. - Hamilton-Johnson Wedding - Chapel.
2:45 p.m. - Wean Lounge --- 3:00 p.m. - 6p.m. Faculty Club, Hamlin Hall, MCC.
4:15 p.m. - Shabbat afternoon discussion and Havdalah - Goodwin Lounge.

New Organ Soon To Be Completed

A 4,651 pipe organ is being constructed in the College Chapel and will be completed in time for the Lessons and Carols service in December.

A three-month strike by metal workers this summer delayed the process of constructing the duct work. This process is now being completed, and voicing the pipes, the next step, will begin at the end of next week, according to Chaplain Alan C. Tull, and will take approximately two weeks to complete.

The voicing process is similar to tuning a piano, but more complex, since each of the organ's 4,651 pipes must be adjusted to every other pipe and to the building itself. According to Tull, the voicing "is the creative process...the real artistic part of the making."

Tull said the organ will be played at Chapel services as soon as the voicing process begins, but the inaugural concert will be held in January, when the final touches are completed. Clarence Watters, organist emeritus, who has been consultant in the construction of the organ, will play the inaugural concert.

Tull said a major organ recital will be held each month next semester, as well as monthly choir concerts by various groups, and weekly student recitals. In May Tull is planning a recital for the organ and a rock band, Outer Space.

A gift of nearly \$200,000 covered the cost of the organ itself and the scaffolding supporting it, Tull said, but another donation is needed to pay for the construction of woodwork around the instrument.

A's Failures Both Increase Over Decade

"The quality of work has, on the whole, improved" at Trinity over the past decade, according to Dean of Faculty Edwin Nye.

Nye cited the rises in average grade level and rate of failure over the past decade. Nye said, "this would seem to indicate that standards are being enforced while average quality of academic work is increasing."

The percentage of A's received last year was 23.4% of the total grades in comparison with a 1959-60 figure of 11.0%. The level of B's has also risen from 35.2% in 1959-60 to 41.4% in 1970-71. Over the same period, failures rose from 3.5% to 3.6%. Figures on the distribution of grades in different subject areas and departments were released by the registrar's office.

In four subject areas, last Trinity term, over 35% of the students received A's. These were Italian, Education, German, and Greek. In three areas, Art History, Religion, and Linguistics, under 15% of all grades received were A's.

Variations in grade distributions between major areas of study: Social Science, Natural Science, and Humanities, was less than those between subject areas.

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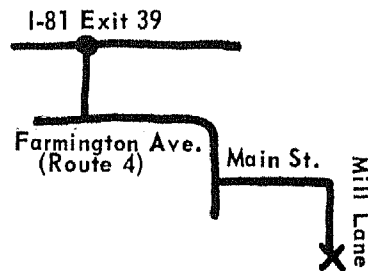


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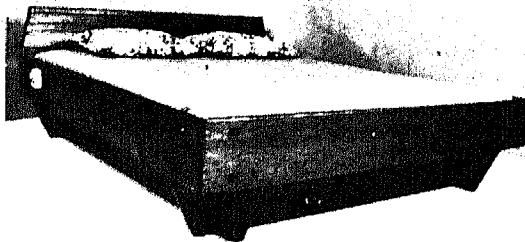
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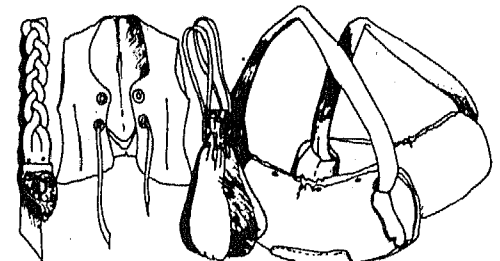
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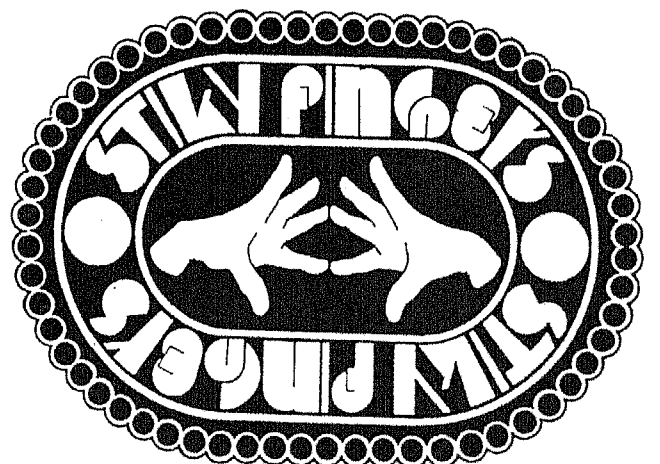
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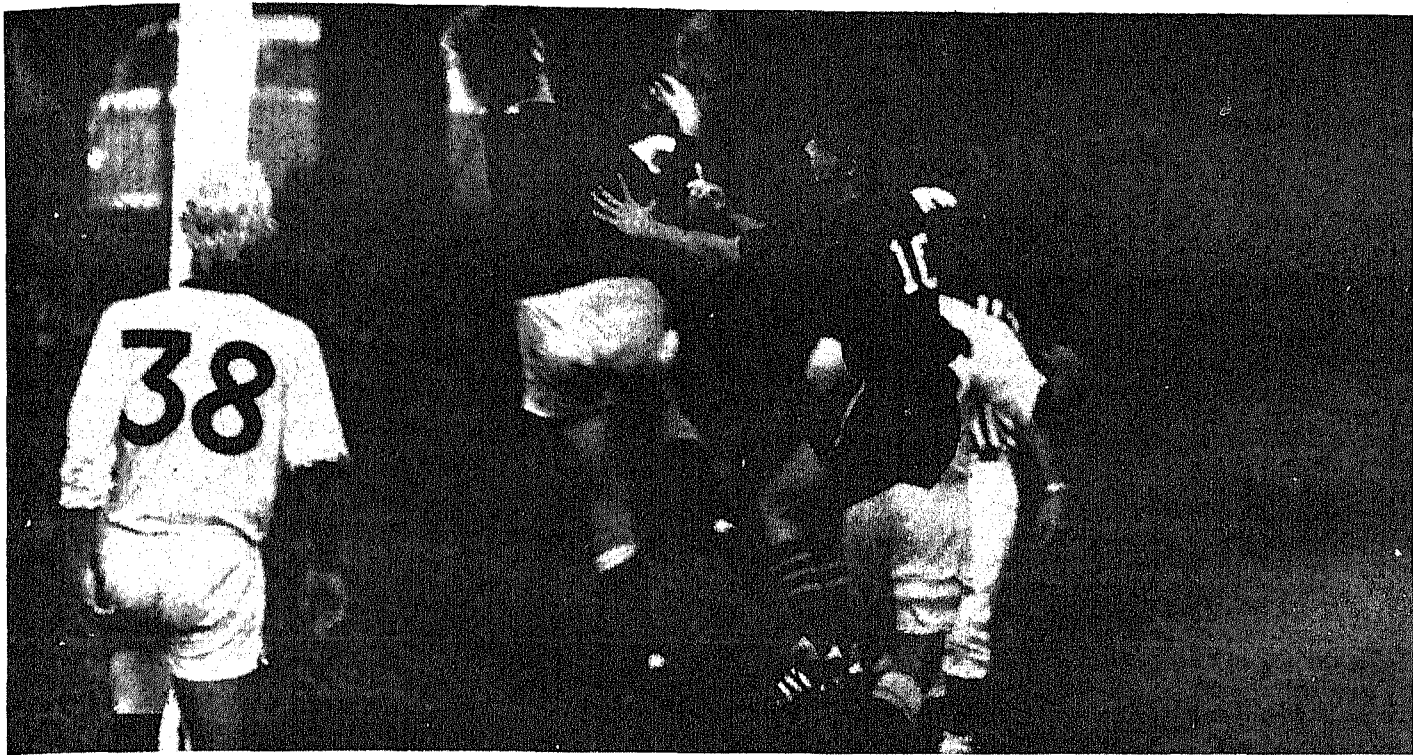


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Trinity goalie Glenn Preminger receives an assist from Peter Heimann in action from the October 6th game against Union. Roy Dath's men had the weekend off, but return to action today against Tufts, in Medford, Mass.

(Natvig Photo)

JOCK'S League

Last Week's Results

TRINITY 23-RPI 19
Williams 35-Middlebury 28
Amherst 39-Bowdoin 21
Hobart 28-Hamilton 20
Rochester 21-Union 13
Wesleyan 35-Coast Guard 34
Tufts 44-Norwich 20
WPI 31-Bates 15

Next Week's Games

TRINITY vs Colby
Middlebury vs Hamilton
Bowdoin vs. Williams
Union vs. RPI
Wesleyan vs. WPI
Tufts vs. Coast Guard
Amherst vs. Rochester
Bates vs. AIC

Standings

	OVERALL			JOCK'S			PTS	PTS
	W	L	PCT.	W	L	PCT.	FOR	AGN
Middlebury	3	1	.750	2	1	.667	131	85
Williams	2	1	.667	2	0	1.000	93	87
Amherst	2	1	.667	1	0	1.000	74	76
Tufts	2	1	.667	1	1	.500	79	48
Wesleyan	2	1	.667	1	1	.500	77	82
TRINITY	2	1	.667	1	1	.500	50	61
Union	2	2	.500	0	0	.000	65	93
Colby	1	2	.333	1	0	1.000	43	71
Bowdoin	1	2	.333	0	2	.000	70	66
Hamilton	0	3	.000	0	0	.000	27	115
Bates	0	4	.000	0	3	.000	36	116

Union Defeats Trin Harriers

The Trinity harriers fell to Union 15-49 Saturday in Schenectady. They will be back in action this Friday when they travel to New Haven to face Southern Connecticut, a perennial Connecticut cross-country power. Bobby Haff was the first Bantam runner to cross the finish line, placing 7th. He was followed by Dave Brown, and Greg Bartlett. Coach Craig Phillips was pleased with the showing his team made against much stronger opposition. He noted that Union had three freshmen finish among the top six places, including one who set a new record over the 5.57 mile Union course.

Intramurals

Football

PKA 19-Psi U 6
AD 26-St. A 0
Ind #2 20-Crow 0
PKA 21-AD 13
PKA 7-Ind #1 6
Frosh #2 over DKE, forfeit
Frosh #2 over TX, forfeit
Crow over TX, forfeit

Tennis

PKA 2-AD 1
AD over St. A, forfeit
AD over Frosh #1, forfeit
Frosh #2 over DKE, forfeit
Frosh #2 over Sigma Nu, forfeit

Bantams . . .

(from P. 8)

sophomore defense end George Lincoln tackled Baron in the end zone for a safety.

Once the second half began, R.P.I. was the team which dominated play as the potent passing attack of Baron to Kontson began to take charge. Trinity, on the other hand, which had racked up 12 first downs and 181 total yards during the first half, simply could not move the ball or else were hurt by their own mistakes.

Trinity started a drive in the middle of the third period which was stopped by the ever-alert Gianone who recovered a Bantam fumble. Starting from their own 48, R.P.I. marched all the way to Trinity's one yard where Tom Eckhardt scored on a fourth down situation. The extra point attempt was good and Trinity now led 16-7.

Following the kickoff, Trinity could not mount or attack and R.P.I. took over on its own 46. On the first play from scrimmage Baron hit Kontson, who was all alone at the Trinity 10 yard line, for a quick score. R.P.I.'s extra point attempt was blocked by Perkins but suddenly the score stood at 16-13 at the end of the third quarter.

R.P.I. kept the pressure on during the fourth quarter and only some great defensive play by Perkins and co-captain Ned Hammond kept the Engineers from getting on the scoreboard. With a first down on his own 48, Baron once again tried to go to long to Kontson, but Perkins stayed with him step-for-step and intercepted the ball on Trinity's seven yard line. Later in the period, R.P.I. went on a long drive which left them with a third and four situation on Trinity's 9 yard line. Baron once again went to the air, this time looking for tight end Tom Taylor, but Hammond made a great diving interception at the five yard line to halt that march. Two plays later, however, Trinity lost a fumble thus setting the stage for Bidosky's run and Trinity's rally.

Outstanding in this game for Trinity were Perkins, Coney and Wiezenhal. Perkins' 55 yard punt return and great defensive play certainly played a large part in the Bantams' victory. Coney, replacing the injured Bob Coith, carried the ball 20 times for a total of 106 yards, with 74 of those yards coming in the second half. Wiezenhal, who did a very creditable job of leading the Trinity offense in his first start, finished the game with 16 completions in 25 attempts for a total of 160 yards.

Philadelphia Slim's Pickins

by Albert Donsky

Well, this week all you football fans are in luck, not because there's a hell of a lot of good football, but because what little there is of it, Gracey and me are picking. Yes, there certainly are some big games on tap for this week's card.

And speaking of on tap - The annual Beer Bowl - Utah-Colorado State. Well, not all the games are big ones. Least of all this one. Utah 12-Colorado State 9.

In an Ivy-League contest, the running attack of Cornell should be no match for John Harvard, whoever he is. Cornell has a Heisman Trophy candidate in Ed Marinaro, and he should make a sauce of the Harvard front line. Cornell 32 - Harvard 22

In a battle in the south, LSU takes on Kentucky. The Tigers should pop the Kentucky Kernels, in a prime example of corn. LSU 2-Kentucky 0.

Army-Air Force. Anybody who says bad things about either team gets drafted, so - Air Force 10-Army 3.

Michigan plays Illinois this week, in another attempt to pull the Wolverine over somebody's eyes. Somebody ought to be able to beat Michigan, whereas everybody is able to beat Illinois. Michigan 22-Illinois 12.

Now for the real biggies: Colorado-Oklahoma. Any team that's able to beat Texas can't be all bad, as Oklahoma proved last week. On the other hand, nobody's been able to stop Colorado. When two teams like this meet, though, you can throw the record book right out the window. You bet. Oklahoma can't lose this one, which usually is this kiss of death, but I'd sooner pick them than be buffaloed into picking Colorado. Oklahoma, by 7.

Texas-Arkansas. The annual Gillette-Shick-Personna game for gay blades. Also, a game I haven't picked correctly in about ten years. Going for 11 in a row - Texas 27-Arkansas (the team that wants their razors back) 26 1/2. This game will be close, and it may just turn out to be a close shave.

Alabama-Tennessee. The Vols look to have this one wrapped up, which may inspire their confidence if they read my article. Doubting that they do, they will have to rely on something else to help them win this one. This game is played under special rules which state that if the game is tied after regulation time, the teams line up on opposing 40 yard lines. They then hurl dirty limericks at each other - with the team that breaks into hysteria first being declared the loser. Don't look for this aspect of the action to be carried on T.V. Tennessee 12-Alabama 11, another close one.

Next, the Saga foods Nusea Bowl, with the winner taking home one ton of frozen breaded veal cutlets with American Cheese slices and tomato sauce on top - C.W. Post-Gettysburg. I like Gettysburg, but not enough to pick them to win this game. On the other hand, I don't think Post can win either. In fact, I doubt they'd want to. Post 39-Gettysburg 23. (By the way, does anyone know where Gettysburg is, exactly. I'd like to know the Gettysburg address.)

And last, and certainly least, the Kevin Seymour Gracey the Fourth Bowl - the one where he borrows my coin to flip - Lebanon Valley-Swathmore. Wouldn't you know it, edge again. Lebanon Valley. Right on!

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What's Cook-ing?

(Levin Photo)

Tight end Whitney Cook tries to make the grab on a Saul Wiezenenthal pass. However, interference was called on Sal Gianone (#44) after Cook dropped the ball. This play helped the Bantams to score their first TD in their win over RPI.

Shultsmen Nip Springfield; Wiswell Nets Winning Goal

by Pete Taussig

Peter Wiswall booted home the winning tally with a little over six minutes remaining to give Robie Shults' frosh club a hard-fought 3-2 victory over Springfield last Friday in a game that almost matched the excitement being generated from the field hockey game being fought nearby.

Besides the winning goal, the other highlight of the day was the ejection of "badboy" Morgan at the 13th minute of the second quarter for telling one of the zebras that "You're full of bologna" (sic). A lengthy spat ensued, but the coach couldn't reverse the decision. Add this loss to the fact that Springfield had a strong team and you see that the frosh played a very strong game indeed.

Both teams had very good scoring chances early, but Trinity got on the scoreboard first when Roger McCord headed in a good chip pass from Bob Andrian at the eight minute mark of the opening period.

With just four seconds left in the first half, Trinity was called for obstruction in the penalty area. Springfield's center scored off the rebound of the fifteen foot direct kick to even the score at 1-1 at the intermission.

Frosh Bomb Union, 50-0

by John Talerico

The Baby Bantams combined a devastating offense with a rock ribbed defense in manhandling Union freshmen 50-0 on Friday. The offense was sparked by a pair of powerful running backs, Jim Balesano and Dave Kuncio, who along with quarterback Hal Gray rolled up an amazing total of 525 yards in total offense. On the first series of plays, Gray, mixing his plays well, brought the Bants 70 yards in 11 plays to paydirt. With Balesano and Kuncio running through the gaping holes opened by the rugged offensive line, Trinity scored four of the first five times they had the ball. It was not all offense, however. Trinity's down linemen and linebackers consistently throttled Union's attack and made their offense look like a study of futility.

Judging from Friday's game, Coach Chet McPhee and assistant coach Ed Miller have molded the frosh into an exceptional ball club. The frosh will get a real test this Friday when they journey to Springfield College, to do battle with the Chiefs.

Trinity again took the lead at ten minutes of the third quarter, when McCord stole the ball from the goalie after a save and shoved it in. Shults then went to a defensive lineup which featured a shift of Peter Mindnich back to fullback.

The visitors, though, again tied it up midway through the final period on a short shot off a headball rebound, but it didn't last long as Wiswall pulled off his late-game heroics.

It should be noted that Springfield clobbered its own varsity team, 4-0, in a pre-season scrimmage, and as Dandy Dan Reece commented following the game, "God was on our side today."

The frosh, who play up at Williams this Friday, got good performances from everyone, including the infamous Odd Sqodd (those trolls who waste away on the 2x8 slabs near the field of play), and, last but not least, Curt Beaudouin, who turned in an excellent goaltending job.

Another Exciting Contest

Bantams Edge RPI, 23-19

by Joel Strogoff

Two years ago the score was 43-43, the highest scoring tie in intercollegiate football history, as Trinity and R.P.I. played in one of the most exciting games ever seen on Jesse Field. Last Saturday the two teams were at it again. Paced by sophomore quarterback Saul Wiezenenthal, starting his first varsity game, the Trinity College Bantams rallied to defeat R.P.I. 23-19 in their first home game of the season. The victory was Trinity's second win in a row following their opening game loss to Williams. Saturday's game was a typical Trinity-R.P.I. affair as the Engineers almost pulled it out at the end.

With 5:43 remaining in the game, R.P.I.'s John Bidosky scored on a one yard plunge to give the Engineers a 19-16 lead. R.P.I. had fallen behind 16-0 at the half but due to the passing of quarterback Bob Baron, managed to dominate second half play and finally took the lead on Bidosky's run.

Ron Duckett returned the ensuing kickoff 17 yards to Trinity's 27 yard line. On a second and five situation from the 32, Gene Coney, also starting his first game, burst up the middle on a 29 yard run, bringing the ball all the way to the R.P.I. 39 yard line. There were still over four minutes to go in the game, plenty of time for the Bantams to get back on the scoreboard.

A pass from Wiezenenthal to Duckett was complete on the R.P.I. 22 yard line but a personal foul against the Engineers brought the ball all the way down to the 11. On second down from the nine, Wiezenenthal once again hit Duckett, who was open in the right corner of the end zone, to put the Bantams back in front. Quentin Keith's 34th consecutive conversion gave Trinity a 23-19 lead with only 3:19 showing on the clock.

R.P.I. was not finished, however. A pass from Baron to tight end Bob Sokolowski gave the Engineers a first down on the own 45 yard line. Unfortunately for the visitors Baron was thrown for a 12 yard loss while trying to pass on second down. This loss, combined with a five yard illegal procedure penalty, gave the Engineers a third and 27 on their own 28 yard line. With time running out, Baron once again dropped back to pass. Due to a heavy rush by Trinity's defensive line, Baron was forced to start running. At the last moment, he spotted halfback Tom Eckhardt all alone on Trinity's 40 yard line. Fortunately for the Bantams, Eckhardt simply dropped the pass; there was no one around him and he probably would have scored the go-ahead touchdown. The dejected R.P.I. team was now forced to punt and Trinity successfully ran out the clock to preserve their hard fought win.

Trinity totally dominated first half action as they raced out to their 16-0 advantage. Much of the credit for the strong first half performance belongs to the Trinity defense. The Bantam defenders were up against a very explosive R.P.I. squad. In their first

three games the Engineers had scored a total of 87 points in posting a record of 1-2. Leading the Engineers attack is Bob Baron who, entering Saturday's game, was the nation's leading small college division passer. Before facing the Bantams, Baron had passed for 698 yards and five touchdowns. His favorite target is Kalle Kontson, the nation's second leading small college division receiver, who had caught 27 passes for 365 yards. During the first half of Saturday's game, however, Trinity held R.P.I. to only two first downs and a total offense of only 64 yards, 59 through the air. Most of the credit belongs to Trinity's defensive line which stopped R.P.I. on the ground and so harassed Baron that he either had to rush his passes or be thrown for a loss.

Trinity's first score would not have been possible without a number of R.P.I. mistakes. After receiving the opening kickoff, Trinity had a second and nine situation on their own 36 yard line as Wiezenenthal dropped back to attempt his first pass of the game. Sal Gianone, a safety, intercepted the ball on his own 46 yard line and returned it to Trinity's 45 where he proceeded to fumble and give the ball back to the Bantams. Trinity's luck certainly did not end with that play, however.

Following Gianone's fumble, Wiezenenthal went right back to the air, hitting tight end Whitney Cook with two consecutive tosses to move the ball into R.P.I. territory. On third and six from the 34, Wiezenenthal once again looked for Cook, down on R.P.I.'s eight yard line. The pass was incomplete but pass interference was called against the R.P.I. defender, thus giving Trinity a first and goal situation. Three plays later, Wiezenenthal hit fullback Joe McCabe, coming out of the backfield, with a six yard scoring toss. Quentin Keith's successful (what else?) conversion gave the Bantams a 7-0 lead.

An electrifying 55 yard punt return by Ray Perkins gave Trinity a 14-0 lead, still in the first period Perkins, fielding the ball on his own 45, broke for the left sideline where a wall of blockers had formed and was able to run untouched for the score. The Bantams' final points in the half came with 7:50 still remaining in the second quarter as

(continued on page 7)

Results

In their weekly competition, Philadelphia Slim and Isaiah the Profit tied last week. Both had identical scores of 8-2. Slim, therefore, retains his lead over the Profit.

Slim	35	5	.875
Isaiah	29	11	.725



Hockey Action

Trish Kiewetter (left, bending over) is seen here in action from Friday's field hockey game in which the girls downed Oxford, 4-0. She had all the goals for the Bantams. At far left is Bonnie Alexander. The Co-eds take on Yale October 11th in New Haven.

(Natvig Photo)